

Children, Young People & Skills Committee

Date: **2 March 2020**

Time: **4.00pm**

Venue **Council Chamber, Hove Town Hall**

Members: **Councillors:**Allcock (Chair), Knight (Deputy Chair), Clare (Opposition Spokesperson), Brown (Group Spokesperson), Hamilton, Hills, McNair, Nield, Simson and Wilkinson

Co-optees

Bernadette Connor (Catholic Diocese), Trevor Cristin (Diocesan Director of Education), Karen James (Parent Governor Representative) and Amanda Mortensen (Parent Governor Representative)

Non-Voting Co-optees

Adam Muirhead (Community Works Rep) and Rob Scoble (Youth Works)

Contact: **Greg Weaver**
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AGENDA

58 PROCEDURAL BUSINESS

(a) Declaration of Substitutes: Where Councillors are unable to attend a meeting, a substitute Member from the same Political Group may attend, speak and vote in their place for that meeting.

(b) Declarations of Interest:

- (a) Disclosable pecuniary interests;
- (b) Any other interests required to be registered under the local code;
- (c) Any other general interest as a result of which a decision on the matter might reasonably be regarded as affecting you or a partner more than a majority of other people or businesses in the ward/s affected by the decision.

In each case, you need to declare

- (i) the item on the agenda the interest relates to;
- (ii) the nature of the interest; and
- (iii) whether it is a disclosable pecuniary interest or some other interest.

If unsure, Members should seek advice from the committee lawyer or administrator preferably before the meeting.

(c) Exclusion of Press and Public: To consider whether, in view of the nature of the business to be transacted, or the nature of the proceedings, the press and public should be excluded from the meeting when any of the following items are under consideration.

NOTE: *Any item appearing in Part Two of the Agenda states in its heading the category under which the information disclosed in the report is exempt from disclosure and therefore not available to the public.*

A list and description of the exempt categories is available for public inspection at Brighton and Hove Town Halls.

59 MINUTES

7 - 26

To consider the minutes of the meeting held on 13 January 2020.

60 CHAIR'S COMMUNICATIONS

61 CALL OVER

(a) Items (65 – 70) will be read out at the meeting and Members invited to reserve the items for consideration.

- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

62 PUBLIC INVOLVEMENT

To consider the following matters raised by members of the public:

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 25 February 2020;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 25 February 2020.

63 MEMBER INVOLVEMENT

27 - 30

To consider the following matters raised by Councillors:

- (a) **Written Questions:** to consider any written questions;
 - (i) **Duke of Edinburgh Awards** – Councillor Shanks
- (b) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee:
 - (i) **NEU Strikes** – Councillor Clare

64 SCHOOL OFSTED PRESENTATION

31 - 46

Report of the Executive Director for Families, Children & Learning (Copy attached)

Contact Officer: Mark Storey
Ward Affected: All Wards

Tel: 01273 294271

65 EVERY CHILD A READER (ECAR)

47 - 58

Report of the Executive Director for Families, Children & Learning (Copy attached)

Contact Officer: Joyti Azad
Ward Affected: All Wards

- 66 MATHEMATICS IN INFANT, JUNIOR AND PRIMARY SCHOOLS IN BRIGHTON & HOVE** **59 - 66**
- Report of the Executive Director for Families, Children & Learning (Copy attached)
- Contact Officer: Hilary Ferries Tel: 01273 293738*
Ward Affected: All Wards
- 67 ANNUAL REPORT ON EDUCATION STANDARDS 2018/19** **67 - 96**
- Report of the Executive Director for Families, Children & Learning (Copy attached)
- Contact Officer: Mark Storey Tel: 01273 294271*
Ward Affected: All Wards
- 68 EDUCATION CAPITAL RESOURCES AND CAPITAL INVESTMENT PROGRAMME 2020/21** **97 - 116**
- Report of the Executive Director for Families, Children & Learning (Copy attached)
- Contact Officer: Richard Barker Tel: 01273 290732*
Ward Affected: All Wards
- 69 FCL DIRECTORATE PERFORMANCE MANAGEMENT FRAMEWORK**
- Report of the Executive Director for Families, Children & Learning (Copy attached)
- Contact Officer: Anna Gianfrancesco Tel: 01273 293966*
Ward Affected: All Wards
- 70 MENTAL HEALTH SUPPORT TEAM UPDATE REPORT: SCHOOLS WELLBEING SERVICE** **117 - 124**
- Report of the Executive Director for Families, Children & Learning (Copy attached)
- Contact Officer: Mohammed Bham*
Ward Affected: All Wards
- 71 ITEMS REFERRED FOR COUNCIL**
- To consider items to be submitted to the 20 April 2020 Council meeting for information.
- In accordance with Procedure Rule 24.3a, the Committee may determine that any item is to be included in its report to Council. In addition, any Group may specify one further item to be included by notifying the Chief Executive no later than 10am on the eighth working day before the Council meeting at which the report is to be made, or if the Committee meeting take place after this deadline, immediately at the conclusion of the Committee meeting*

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FURTHER INFORMATION

For further details and general enquiries about this meeting contact Greg Weaver, (01273 291214, email greg.weaver@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk

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BRIGHTON & HOVE CITY COUNCIL
CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

4.00pm 13 JANUARY 2020

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillor Allcock (Chair)

Also in attendance: Councillor Knight (Deputy Chair), Clare (Opposition Spokesperson), Brown (Group Spokesperson), Hamilton, Hills, McNair, Nield, Simson and Wilkinson

Co-optees: Trevor Cristin, Bernadette Connor, Karen James, Joanna Martindale.

PART ONE

41 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

41.1 Joanna Martindale for Adam Muirhead.

(b) Declarations of Interest

41.2 Councillor Simson noted an interest in Items 51 and 52.

41.3 Councillor Wilkinson declared an interest in Items 53, 54 and 55.

(c) Exclusion of the Press and Public

41.4 In accordance with section 100A of the Local Government Act 1972 ('the Act'), the Committee considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the business to be transacted or the nature of proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential information (as defined in section 100A(3) of the Act) or exempt information (as defined in section 100(I) of the Act).

41.5 **RESOLVED** – That the press and public not be excluded.

42 MINUTES

42.1 **AGREED** - that the minutes of the meeting held on 11 November 2019 was accurate.

43 CHAIR'S COMMUNICATIONS

43.1 The Chair gave the following communications:

“In today’s agenda we will be discussing published admissions numbers at some of our schools as part of the response to growing number of school vacancies - 349 this year and 719 by 2023. We are working together on a cross party basis in to try to avoid any schools in our community closing and also ensuring they remain financially and educationally viable.

Decisions to reduce forms of entry are not easy, and all members understand how difficult this is for individual schools who work hard to ensure Children and Young People have great educational opportunities and outcomes. However, we all have a duty to take a sensible long-term strategic view and make some difficult decisions in the short term.

I would like to take this opportunity to let you know of a change of use at Former Portslade Sixth Form site and Mile Oak Road. As a result of Kings School moving to their permanent site the building they temporarily occupied has become vacant. Following due consideration, it has been decided that the most sensible use for the building is to re-purpose it as a new office base for some of our children’s services social work pods (that are currently based in another part of the city). They need to leave their current site to make way for a considerable amount of proposed new housing.

We need to secure consent from the Secretary of State for Education to change the use of the former sixth form site and to take the associated school playing fields out of school use. The first step is to undertake a public consultation regarding the change of use of the school playing fields.

The consultation will commence tomorrow (14 January 2020) and continue for a period of 6 weeks. During this time we will consult with a wide variety of stakeholders to see if there is any further education need for the site. This will include a public meeting to be held on 23 January 2020 at Portslade Town Hall.

The consultation documents will be available in the council’s website for the duration of the consultation period. These documents include details on how representations can be made.

The views and thoughts collected during this consultation will be presented to me prior to the next CYPS meeting on 2 March 2020. I will give a further Chairs communication on this matter at that meeting to inform you of the intended way forward.

I very much enjoyed attending the Youth Wise meeting on 4 December, together with Councillors Clare and Brown. We were very impressed with the work the young people have done so far including developing the Youth Led Grants. There is a paper on Youth Wise on the agenda today and I am looking forward to hearing from members of Youth Wise about plans for this group.

I was also very proud to be at the awards ceremony for our Care Experienced children and young people back in November, along with Cllrs Knight and Simpson. It was a fantastic afternoon where we heard of their many achievements and aspirations for the years ahead. I would like to congratulate the children and young people again for their inspiring stories and thank them for my invite to a fantastic afternoon.

Following Pinaki's move to an interim role in Housing, Neighbourhoods and Communities and Deb Austin stepping into the interim role here for Families, Children & Learning I am pleased to announce that Anna Gianfrancesco has been appointed as Interim Assistant Director for Children's Safeguarding and Care. Anna is a really experienced senior leader and manager from the safeguarding and care world and she took up this interim position in November.

I am also sad to say that Item 48 - SACRE Video presentation will be removed from the agenda item today as Alison Haining is unable to attend the meeting. She is off work sick (in crutches) and we wish her a speedy recovery."

44 CALL OVER

44.1 The following items were reserved for discussion:

49. School Admission Arrangements 2021/22
50. Families, Children, Learning Fees and Charges
51. Youth Wise – Brighton and Hove Decision Makers
52. Youth Service Review
53. Transport for Children and Young People with SEND
54. Development of ASC Services
55. Update on Special Needs and Disability Strategy Development
56. Update on Academisation of Moulsecoomb Primary School

45 PUBLIC INVOLVEMENT

(A) PETITIONS

(i) Hangleton Primary School

45.1 The Committee a considered a petition signed by 1066 people requesting Brighton & Hove City Council abandon its proposals to permanently reduce Hangleton Primary School pupil admission numbers.

45.2 The Committee considered a petition signed by 540 people requesting Brighton & Hove City Council reject the enforced permanent reduction in pupil numbers at Mile Oak Primary.

45.3 The Chair provided the following response:

"Thank you both for your clear presentations and the representations you have made. I know how concerned you are, so I am going to respond in some detail to the issues you have raised.

The Council's Cross-Party School Organisation Working Group reviews pupil number projections for Brighton & Hove and considers actions required to ensure there are enough school places for children and young people. The Working Group makes decisions on a cross party consensus wherever possible.

I and the all members of the group appreciate that there are no easy answers and that decisions will have an impact upon both the families and schools affected. We all want a good and viable school in local communities. We are also working within the requirements of the Code of Practice issued by the DfE. As our figures currently stand we will also need to look at this matter again in futures years.

We really understand that there are strong views from both Mile Oak Primary School and Hangleton Primary School and their communities about the proposal to reduce the Published Admission Number at the two schools from three forms of entry to two.

Ofsted have judged Hangleton Primary School as Good with an Outstanding judgement for leadership and management.

The school's Executive Head – Emma Lake - is a National Leader of Education who works in partnership with the Council's team to support schools in need of improvement. It's chair of governors - Jenny Barnard-Langston - is a National Leader of Governance and the school also leads a successful teaching school.

We are very proud and grateful for the school's success and its role in the city. It is valued by the local authority and the city's Education Partnership. I was most impressed with the atmosphere, evident commitment and engagement of both staff and pupils when I visited the school in November 2019.

Mile Oak Primary School has a more recently appointed Head (Luke Lording) and Deputy (Emma Gale) who have a strong track record of school improvement. Alongside the school's senior leadership team they are driving forward significant improvements throughout the school. They have the support of an experienced Chair of Governors (Rosalind Turner) and Board of Governors that includes three Local Leaders of Governance (Allistare Smedley; Stephen Berry and Christine Bartley). We value the hard work the school staff, governors and pupils.

I do want to emphasise that proposing a reduction in Published Admission Numbers at any school is in no way a reflection on the quality of education at either of these schools. We would expect the same high-quality education to continue if the schools become two forms of entry.

In the BN3 8 postcode area there is a projection of over 60 surplus places in 2021, 2022 and 2023. Hangleton is a three-form entry school in this planning area, although has been temporarily reduced to 2 forms by the Schools Adjudicator.

In Portslade there are projected to be over 90 surplus places in the coming years and Mile Oak is also a three-form entry school, although this was also temporarily reduced by the school's adjudicator.

The council has a strategic role in pupil place planning and has to look at the impact of reducing pupil numbers on the whole family of schools in the city as well as understanding the issues and concerns each school may have.

The council's pupil forecast tool uses GP registration data to look at the future numbers of pupils and available school spaces across the city.

It is very clear that over the coming years we will there will be a significant reduction in primary aged pupils needing a school place.

Across the city we expect the following numbers of children to need a place in a city school if no changes to Published Admission Numbers:

This year there is predicted to be 349 spaces, rising to 719 by 2023.

I know that there have been questions about the validity of the council's pupil forecasting particularly in relation to new housing in the Mile Oak area. Forecasts are based on known factors and assumptions derived from experience. I would like to assure you that the council's forecasting method has been audited by external consultants and found to provide a reasonable level of accuracy.

The reduction of children needing a place is putting schools in challenging financial circumstances, with empty places and less funding available per pupil. Head teachers and governors across the city feel strongly that action needs to be taken to address this issue.

So the council is currently focusing on planning areas in the city where there is forecast to be a significant reduction in pupil numbers over the next few years.

The approach has been to identify larger schools in these areas where reduction is predicted which could reduce in size in order to avoid closing schools or to reduce any schools to one form of entry, which itself can cause issues with their financial viability over time.

This strategy is intended to support schools so that they are not faced with the financial implications of operating small classes.

If PAN numbers at a school are reduced there is the ability to increase capacity again if and when pupil numbers increase.

While we understand both schools have balanced budgets at present, maintaining the schools as three form entry schools with falling pupil numbers could jeopardise this.

Hangleton received 53 first preferences applications, 54 preferences in total last September and Mile Oak received 54 first preferences applications, 57 preferences in total. So, neither school were able to fill more than two classes and whilst the council was able to request a temporary reduction in Published Admissions Number, this may not be possible or even agreed by the schools adjudicator for future years.

If the number of classes at the schools were permanently reduced to 2 forms of entry this would enable the schools to plan and maintain their budget effectively going forward.

While reducing the Published Admissions Number of a school must be done through the consultation process, increasing a school's admissions number can be achieved outside of this process. In this way as and when pupil numbers increase, the schools can again increase in size without the need for a consultation or for a decision to be made by the School's Adjudicator.

The consultation process and timescales for reducing Published Admission Numbers are set in government legislation, and can only be conducted between 1st October and 31st January. Any changes to admission arrangements must be determined by 28th February.

The consultation process must also fit in with the scheduled committee meetings of the Council. It was not possible to start the consultation this year before the CYPS committee on 11th November 2019 and it has to have been concluded by this meeting today (13th January 2020). We recognise that the timescales for these consultation processes has been challenging due to the impact of an general election being called on 12 December, the usual end of term pressures on schools including the winter break celebrations. However, the consultation was open for 7 complete weeks which allowed for the statutory 6 week period."

45.4 **RESOLVED** – that the Committee note the petitions.

(B) WRITTEN QUESTIONS

45.5 The Chair noted that NO written questions had been submitted by members of the public.

(C) DEPUTATIONS

45.6 The Chair noted that NO depositions had been submitted by members of the public.

46 MEMBER INVOLVEMENT

(A) WRITTEN QUESTIONS

(i) Schools involved in September 2019 Reception Baseline Assessment Pilot

46.1 Councillor Nield put forward the following question:

"Do we know how many schools in Brighton and Hove took part in the September 2019 pilot of the Baseline Assessment?"

46.2 The Chair gave the following response:

“The Department for Education are proposing that all reception children get assessed shortly after starting school. The rationale is that assessing children when they start school identifies a baseline against which their educational progress can then be measured.

A national pilot project is being run in 2019/20 academic year by NFER (National Foundation for Educational Research).

The foundation approaches schools directly and asks them whether they want to be involved in a baseline assessment pilot. The Council have no involvement in this pilot and the Foundation have not shared information with us or communicated about schools that are involved. The Council asked the Foundation before Christmas to share information about which schools were involved and they refused. We have asked again in the New Year for numbers of schools only and they still refused.

We will be writing to headteachers and to their chairs of governors to ask them to supply this information, although I’m afraid Schools are not obliged to share this information with us.”

(B) LETTERS:

- (i) The Committee considered a letter from Councillors Amy Heley and Clare Rainey which sought to request a report for schools to outline the most cost effective way, in regards to procurement and securing funding, for Schools in Brighton and Hove to become free of single use plastics.

46.3 The Chair gave the following response:

“I have received a letter from Cllrs Heley and Rainey regarding advice to schools on becoming plastic-free and specifically support for the work being undertaken at Dorothy Stringer School.

We need to support schools with the important task of minimising their carbon footprint and waste and I will ask that a report on the work being undertaken by the Council’s teams including the Sustainability Team to support schools comes to this committee. I will also ask that we report on how we work together with pupils, headteachers and governors to advance this work going forward.

The Council’s Property & Design Team are currently planning the retender of the Council’s Environmental Education Contract for the start of the 2020/21 financial year. This will involve a consultation with schools at the early part of this term to establish what their priorities are in this area. We will ask the schools specifically about what the contract could do to best support waste education.

In relation to Dorothy Stringer School, I know that the school have been working hard to understand how they can become plastic free. The support of colleague councillors is very welcome.

The school’s bottle filling station installed as part of the additional dining provision in summer 2018 was funded by the council. Proposals to install water dispensers at the

school have been discussed at the monthly accommodation meetings and we are waiting for the school to specify what units they would envisage being installed and where.

Cllrs Heley and Rainey have asked if the Basic Need funding can be used to help the school achieve this goal. Basic need funding is the money the DfE gives to Local Authorities each year specifically to help them fulfil their duty to make sure there are enough school places for children in their local area. The allocations are paid to Councils to support the capital requirement for providing new pupil places by expanding existing schools or by establishing new schools. There is an expectation that the funding will not be used for other purposes.

Basic need funding has been allocated to Dorothy Stringer School as a result of the school agreeing to take additional pupils for a temporary period. We have worked with the school to ensure that the basic need funding allocated is used to provide additional facilities required by the additional pupils while at the school. The facilities will also provide an enhanced school environment for the future once the additional pupils have moved through the school. The facilities already provided include additional dining space and 4 temporary classrooms. Proposals for the next year include additional toilets, some internal remodelling of space to provide enhanced learning spaces and the remodelling of 2 science laboratories. There has been discussion with the school as to whether the sink area adjacent to the additional toilets could include further taps dedicated to bottle filling and this will be considered as designs are developed.”

47 RELIGIOUS STUDIES VIDEO

48 SCHOOL OFSTED PRESENTATION

- 47.1 The Head of Education Standards & Achievement and Head of Service – Early Years Youth & Family Support gave a brief overview of the current situation regarding Ofsted Inspections. It was noted that new results continued to be good at grade 2.
- 47.2 The Head of Service – Early Years Youth & Family Support noted that the report included details of early years inspections taken since last committee. Various schools were highlighted as needing improvement along with others that had retained outstanding judgement.
- 47.3 Councillor Simson expressed concern with the grade awarded to Woodingdean School and enquired what support BHCC provided to resolve any issues identified. It was further enquired if Ofsted inspections were extended to other institutions such as after school care.
- 47.4 The Head of Educations Standards & Achievement stated that BHCC would continue to support all schools and that the Head Teacher would decide if further help was needed.
- 47.5 The Head of Service – Early Years Youth & Family Support stated that after school clubs only received inspection if there were early years children involved.
- 47.6 Councillor Simson welcomed the percentage of child minders in the City that had received good Ofsted report.

- 47.7 Councillor McNair enquired if deep dives were to be main subject that were focused on.
- 47.8 The Head of Educations Standards & Achievement stated that reading would always come up at every inspection however it was not possible to speculate as to what exactly would be considered.
- 47.9 **AGREED** – that the Committee note the presentation

49 SCHOOL ADMISSION ARRANGEMENTS 2021/22

- 49.1 The Committee considered a report of the Interim Executive Director for Families, Children & Learning, regarding school admission arrangements for 2020/21. The report was introduced by the Head of School Organisation and the Head of Education Standards & Achievement.
- 49.2 The Committee were advised that the proposal was not a reflection of schools. It was stated that the projected number of pupils was set to rise and that BHCC had employed a complex methodology to accurately forecast numbers. It was clarified that admission arrangements prioritised children closest to schools.
- 49.3 On behalf of the Green Group, Councillor Hills moved a motion to add a recommendation 2.7 as shown in bold italics below:

2.7 That committee requests the Cross-Party School Organisation Working Group work towards developing a long-term strategy to review the ongoing surplus of primary school places in the city, looking too at the future surplus of places in secondary schools.

- 49.4 Councillor Nield formally seconded the motion.
- 49.5 Councillor Clare sought clarification of the use of the term “permanent” within the context of the report.
- 49.6 The Head of School Organisation referred to the school admission code that required PAN for each entry. It was stated that the code allowed for admission authorities to exceed PAN without consultation. It was noted that a reduction would necessitate a consultation and that the use of “permanent” was in regard to the set number that could be exceeded but that would need to follow procedure to be reduced.
- 49.7 Councillor Hamilton referred to potential issues that would arise in the near future, it was stated that there was no option other than that some places would need to be removed from schools. It was stated that by 2023 there would be a lot of spaces.
- 49.8 Councillor Nield requested clarity on what would happen if changes were not made.
- 49.9 The Head of School Organisation stated that an application would need to be submitted to an adjudicator and that a consultation with all schools in the area would be necessary along with provision of evidence of the decisions made and reasons for this. It was

further noted that following the review a judgement would be made in line with requirements as per the aforementioned code.

49.10 Councillor Simson expressed concern with the amendment.

49.11 Councillor Hills clarified that that this was in regard to the near future closer to 3 or 4 years.

49.12 The Head of School Organisation stated that every year BHCC were able to consult on admission arrangements. A brief overview of the PAN numbers was given and it was stated that this was not necessarily final.

49.13 Councillor Brown noted the increasing number of spaces placing more costs on schools. It was noted that School Heads viewed that they were not represented properly.

49.14 Councillor Knight enquired if, following an agreement of the Green Group Amendment, Committee would accept to amend 2.7 to read as below in bold:

2.7 Requests the Cross-Party School Organisation Working Group work ~~towards to~~ **continue to developing develop** a long-term strategy to review the ongoing surplus of primary school places in the city, looking too at the future surplus of places in secondary schools.

49.15 Councillor Hills agreed to the amendment.

49.16 **RESOLVED** – That the Committee agreed:

1. That no changes to the council's school admission arrangements or school catchment areas, except for the changes listed in sub-paragraphs 2.2 – 2.5 below, which will result in a reduction in the total of school places in the city by 128 places, be made by committee.
2. That a change to the Published Admission Number (PAN) for West Hove Infant School (Connaught Road site) from 90 pupils to 60 pupils be agreed by committee.
3. That a change to the PAN for Hove Junior School (Holland Road site) from 128 pupils to 90 pupils be agreed by committee.
4. That a change of PAN for Mile Oak Primary School from 90 pupils to 60 pupils be agreed by Committee.
5. That a change of PAN for Hangleton Primary School from 90 pupils to 60 pupils be agreed by Committee.
6. That no change to the 'relevant area' be made by Committee.
7. Requests the Cross-Party School Organisation Working Group work to continue to develop a long-term strategy to review the ongoing surplus of primary school places in the city, looking too at the future surplus of places in secondary schools.

50 FAMILIES, CHILDREN AND LEARNING FEES AND CHARGES

- 50.1 The Committee considered the report of the Interim Executive Director Families, Children and Learning. The report was introduced by the Head of Service – Early Years Youth & Family Support.
- 50.2 The Committee were provided with a brief overview of the report which sought to review the Families, Children and Learning Services fees and charges in accordance with the corporate policy. It was noted that there was a request for a standard increase of 2%.
- 50.3 Councillor Brown noted the rise in cost of the Quilt Quality Improvement Programme to £150 per module.
- 50.4 Councillor Nield sought clarification on nurseries facing difficulties.
- 50.5 The Head of Services – Early Years Youth & Family Support stated that it was not yet possible to provide further information and that nurseries had found the increase of minimum wage difficult.
- 50.6 Councillor Wilkinson enquired if the process of contract tendering had begun and if local companies could tender.
- 50.7 The Head of Services – Early Years Youth & Family Support stated that the tender had been advertised and that this was drawn for the attention of local companies. It was noted the BHCC did not have the capacity to provide this in house.
- 50.8 Councillor Knight enquired if it was possible to start tapping in to produce milk provision from local farms.
- 50.9 The Head of Services – Early Years Youth & Family Support agreed to look at this.
- 50.10 **RESOLVED:**
1. That the position on fees charged for nurseries as detailed in section 3.3 be agreed.
 2. That the position on fees and charges for Childcare Workforce Development as detailed in section 3.4 be agreed.
 3. That the position on fees and charges for the Early Years Quality Improvement Programme as detailed in section 3.4.7 be agreed.
 4. That the position on the charges for school meals as detailed in section 3.5 be noted.

51 YOUTH WISE - BRIGHTON AND HOVE DECISION MAKERS

- 51.1 The Committee considered a report of the Interim Executive Director for Families, Children and Learning. The report was provided by the Integrated Team for Families Manager.

- 51.2 Volunteers and youth representatives gave a brief overview of their involvement and engagement with various youth projects.
- 51.3 The Integrated Team for Families Manager gave an overview of the Youth Grants Project and noted various suggestions made by young people such as a reimbursement by way of providing bus tickets.
- 51.4 Councillor Clare referred to 3.3 in the report and enquired if committee could consider how action would be taken in future.
- 51.5 Councillor Brown noted that the cross party group was important and called for a renewed effort to reach out to various external youth groups such as the scouts.
- 51.6 Councillor Nield enquired if the Integrated Team for Families Manager knew why the offer had been declined by groups.
- 51.7 The Integrated Team for Families Manager stated that some people found it difficult to speak out.
- 51.8 Ms Martindale emphasised the importance of working with young people who could work at BHCC in future. Support was expressed in the endeavour to unite various groups in bringing their work to the Committee.
- 51.9 Councillor Simson referred to getting other young groups and emphasised the necessity to include them in to further work. It was noted that young people had attended Housing area panels to present requested works which led to positive engagement.
- 51.10 The Integrated Team for Families Manager noted that the next youth wise meeting would be held in Hangleton.
- 51.11 Councillor Simson stated that young people would be less likely to travel to centre of town and that BHCC travelling to them increased the chance of engagement.
- 51.12 Councillor McNair emphasised the importance of including churches and youth groups as part of the program.
- 51.13 **RESOLVED** – That the Committee agreed:
1. That the arrangements and attached terms of reference for Youth Wise be acknowledged and supported by Committee.

52 YOUTH SERVICE REVIEW

- 52.1 The Committee considered the report of the Executive Director of Children's Services regarding the July 2018 Ofsted ILACS Action Plan. The report was introduced by the Head of Service Early Years Youth & Family Support and Integrated Team for Families Manager.

- 52.2 The committee were provided with a brief overview of the report and was advised that the intention was to undertake a full review of youth services and develop the youth hub as well as listen to the voice of young people. It was noted that there was possibility to bid from youth investment fund from Government and to build new or refurbish existing centres.
- 52.3 On behalf of the Green Group, Councillor Clare moved a motion to amend recommendation 2.4 as shown in bold italics below:
- 2.4 That the committee agrees that the review will consider an Onside Youth Zone in partnership with Brighton Youth Centre as an option for the Central Youth Hub, ***and that an urgency CYPs committee will be convened should the timetable of the any government investment mean an application for funding needs to be made prior to the end of the review.***
- 52.4 Councillor Hills formally seconded the motion.
- 52.5 Councillor Knight sought clarification as to the figures provided in the report.
- 52.6 The Integrated Team for Families Manager verified the costs and noted that the capital costs were now set to be 8.4 million pounds. It was noted that Onside predicted fundraising to achieve 1million pounds per annum.
- 52.7 Councillor Knight emphasised the importance of freedom to travel and noted that Moulsecoomb and Hangleton were located far away from the centre of the City.
- 52.8 Councillor Brown noted support for the review and terms and references and stressed efforts to work with youth groups and schools. It was further noted that more consideration of youth zones was important and that it had always been procedure to hold urgency meetings in the past.
- 52.9 Councillor Simson expressed concern as to the location being largely based in the City Centre and noted that focus ought to be considered to holding events at outlying areas as well.
- 52.10 The Integrated Team for Families Manager expressed support to undertake efforts to reach as many young people as possible.
- 52.11 Ms Martindale stated that groups would require guidance and requested for further community and voluntary assistance. It was noted that owing to efforts across the political spectrum, BHCC could be proud of retaining the Youth Service.
- 52.12 Councillor Simson referred to recommendation 1 and enquired if money from HRA had been agreed at Housing Committee.
- 52.13 The Head of Service – Early Years Youth & Family Support confirmed that Housing Committee agreed to extend it for the initial 6 months.
- 52.14 The Chair put the motion to the vote that passed.

52.15 The Chair then put the recommendations, as amended to the vote that was agreed.

52.16 **RESOLVED:**

1. That the current Youth Service Grants Programme be extended and the work of current recipients for a further six months from 1 October 2020 to 31 March 2021, subject to funding being agreed in the 2020/21 budget, be funded by committee.
2. That a review of the provision of youth services across the city which will consider the areas set out in paragraph 4.1 of this report and that the findings of the review are brought back to Committee in June 2020 be agreed by Committee. Government funding announcements may affect timings.
3. That the terms of reference of the review by a cross party group of councillors and Youth Wise be agreed.
4. That consideration of an Onside Youth Zone in partnership with Brighton Youth Centre as an option for the Central Youth Hub be considered in the review, and that should the timetable of any government investment mean an application for funding need to be made prior to the end of the review, an urgency CYPS Committee be convened.
5. That the financial assessment of the different options including sources of capital and revenue funding and long term financial viability be considered in the review.

53 TRANSPORT FOR CHILDREN AND YOUNG PEOPLE WITH SEND

- 53.1 The Committee considered a report of the Interim Executive Director Families, Children & Learning which provided an overview of the on-going actions being taken to address the issues that occurred at the start of the new academic year and further provided an update on the progress in relation to the independent review and the Member policy panel which had been established. The report was introduced by the Assistant Director – Education & Skills and the Assistant Director – Health SEN & Disabilities.
- 53.2 Councillor Clare stated that the panel would be looking at any issues currently ongoing and that representatives from various groups would be invited.
- 53.3 Councillor Brown sought clarification as to the issue of getting children from taxis to schools.
- 53.4 The Assistant Director – Education & Skills stated that work had been undertaken with Amaze and PaCC and that nothing would be agreed until consultations had ended. It was noted that other authorities across the country were being looked at for research purposes regarding this issue.
- 53.5 Councillor Simson enquired as to which panel would be focusing on health and safety matters.

- 53.6 The Assistant Director – Health SEN & Disabilities stated that both the independent review and policy panels would be dealing with health and safety.
- 53.7 The Managing Principal noted that there was a list of consideration to be taken by the policy panel and that many would overlap with the independent review.
- 53.8 The Chair clarified that recommendations of outcomes of the independent review and policy panel would be made available to the public and that a range of recommendations would be brought to Committee to be voted on. It was noted that any resulting changes would not be made overnight.
- 53.9 Councillor Simson sought clarification of costs and for any further information regarding overspend.
- 53.10 The Assistant Director – Education & Skills clarified that the policy panel would look at this and that the Finance and Management team were looking at the overspend. It was noted that the cost implications were brought on as a result of the necessary actions needed to be taken at the time

53.11 RESOLVED:

1. That the progress made with addressing concerns about the operation of the home to school transport service be noted by Committee.
2. That the progress in the establishment of the independent review team and policy panel be noted by Committee.

54 DEVELOPMENT OF ASC SERVICES

- 54.1 The Committee considered a report of the Interim Executive Director Families, Children & Learning which sought to update the committee on the progress regarding the development of Autistic Spectrum Condition (ASC) provision within Brighton & Hove. The report was provided by the Assistant Director – Health SEN & Disabilities.
- 54.2 Councillor Clare enquired if it was possible that BHCC did not receive Central Government funding in regard to temperature arrangements for buildings.
- 54.3 The Assistant Director – Health SEN & Disabilities stated that following a discussion with the National Autistic Society a design meeting would be held on the 22nd January to ensure wherever accommodation was set, it would meet needs required without causing anxiety.
- 54.5 A parent representative noted that parents of children with ASC would rather their children were placed in a space that was good enough rather than having to wait longer.
- 54.6 Councillor Hills enquired of efforts taken to consider environmental sustainability.
- 54.7 The Assistant Director – Health SEN & Disabilities stated that environmental sustainability was being factored in to discussions.
- 54.8 Councillor Brown sought clarification as to a timeline of works regarding the setting up of the specialised facility for extra special needs and if expressions of interests could be followed up sooner.
- 54.9 The Assistant Director – Health SEN & Disabilities stated that works regarding the specialised facility were roughly set to be completed in the Spring term however it was more important to make sure everything had been completed correctly.
- 54.10 Councillor Wilkinson expressed support for the additional specialist facility.
- 54.11 RESOLVED:**
1. That to meet the forecast future need, the requirement of one Callum Centre be noted and that provision be based at Hove Park School on both sites; opening in September 2020.

2. That the development of another specialist facility located on both primary and secondary mainstream sites for children and young people who have a diagnosis of Autistic Spectrum Condition (ASC) and who also have Social Emotional Mental Health difficulties (SEMH) and/ or Learning Difficulties (LD) be noted.
3. That the progress of the co-produced primary and secondary flexible model of educational provision project for ASC children and young people who are unable to attend school, as described in the report, be noted.

55 UPDATE ON SPECIAL EDUCATIONAL NEEDS AND DISABILITY STRATEGY DEVELOPMENT

- 55.1 The Committee considered a report of the Interim Executive Director for Families, Children & Learning which sought to notify members of updates in developing a new SEND Strategy. The report was provided by the Service Manager – Directorate Policy & Business Support.
- 55.2 Councillor Simson enquired why that had been allowed to lapse and expire since the 5 year strategy was set in 2013.
- 55.3 The Service Manager – Directorate Policy & Business Support stated that the lapse had occurred last year during the significant changes that were taking place.
- 55.4 Ms Martindale expressed support for co-production and enquired if there was a timetable for works to be brought to committee.
- 55.5 The Service Manager – Directorate Policy & Business Support stated that works on the draft report had already taken place which were not yet ready for committee. It was stated that the intention was to bring this to March CYPS Committee and that for each priority area there was to be a full action plan.
- 55.6 Councillor Nield enquired what was being done to engage schools with regard wider movements engaging with people with SEND.
- 55.7 The Service Manager – Directorate Policy & Business Support stated that there was a lot of work on this being undertaken, many touchpoints were available with wider consultation with people remaining ongoing. It was noted that a safety conference was coming up and gave a brief overview of people with whom BHCC had held conversations.
- 55.8 Councillor Hills enquired how the strategy was being measured.
- 55.9 The Service Manager – Directorate Policy & Business Support stated that there were many ways of measuring of how things would be reported on such as BHCC's effort to link work with PaCC and Amaze.
- 55.10 **RESOLVED:**
1. That the progress made towards the SEND Strategy be noted.

56 UPDATE ON ACADEMISATION OF MOULSECOOMB PRIMARY SCHOOL

56.1 The Committee considered a report of the Interim Executive Director Families, Children & Learning which sought to provide an update report on Moulsecoomb Primary School. The report was provided by the Head of Education Standards & Achievement.

56.2 On behalf of the Green Group, Councillor Nield moved a motion to add recommendation 2.2 as shown in bold italics below:

2.2 That committee agrees to receive a further update report on Moulsecoomb Primary, when an academy sponsor has been selected by the Regional Schools Commissioner. This report should provide information regarding the proposed academy sponsor and the outcome of the required due diligence process.

56.3 Councillor Clare formally seconded the motion.

56.4 Councillor Simson referred to the financial elements of the report and sought clarity as to how a sponsor would be found. It was noted that BHCC would have to manage this.

56.5 The Head of Education Standards & Achievement stated that it was not possible to provide financial figures yet and that a response would be provided as soon as possible.

56.6 Ms James enquired if there was any timeline on how long Ofsted would take to come back to the school.

56.7 The Head of Education Standards & Achievement stated that there been no indication from Ofsted. It was noted that Ofsted operated within a new framework process on who would be visited which was not shared with anyone.

56.8 The Chair put the motion to a vote which was passed.

56.9 The Chair then put the recommendations as amended, to the vote that was agreed.

56.10 RESOLVED:

1. The report be noted.
2. That a further update report on Moulsecoomb Primary, when an academy sponsor has been selected by the Regional Schools Commissioner be received by Committee. That information regarding the proposed academy sponsor and the outcome of the required due diligence process be provided in the report.

57 ITEMS REFERRED FOR COUNCIL

The meeting concluded at Time Not Specified

Signed

Chair

Dated this

day of

WRITTEN QUESTIONS FROM COUNCILLORS

A period of not more than fifteen minutes shall be allowed at each ordinary meeting for questions submitted by Members.

The question will be answered without discussion. The person who asked the question may ask one relevant supplementary question, which shall be put and answered without discussion. The person to whom a question, or supplementary question, has been put may decline to answer it.

(i) Councillor Sue Shanks

I am sure all Cllrs will agree that the Duke of Edinburgh's award gives young people a great opportunity to get out into the countryside, learn a new skill and undertake community activities. It also is largely run by volunteers. So can you explain why the council has decided not to continue its license to run the Award?

Supplementary Question:

How will you ensure young people who missed out on it at school, don't want to do it with school, whose school doesn't do it, especially those with disabilities and from disadvantaged backgrounds, will be able to undertake the award. Will you be prepared to find the minimal costs of the license I understand only £1200 pa to allow some of these young people to achieve an award.

NOTICE OF MOTION

GREEN GROUP

SIXTH FORM COLLEGE STRIKES

This committee notes:

- The recent National Education Union strikes at sixth-form colleges - which took place nationwide on 17th October, 5th November, 12th February, 27th February and a further date to take place on 10th March;
- the participation of two of the city's Sixth Form colleges (Varndean and BHASVIC) in this strike action;

Further, that this committee resolves to request that the Chair of Children, Young People and Skills Committee writes a letter to :

- Staff at Varndean and BHASVIC, expressing this committee's support for recent strike action;
- The Secretary of State *and* Shadow Secretary of State for Education: requesting information on how they plan to meet the demands of striking staff, including any plans to review the obligations for Sixth-Form Colleges to pay VAT

Proposed by: Cllr Clare

Seconded by: Cllr Hills

Supporting information:

[1] The strike ballot for sixth form colleges closed on 16 September. 84 per cent of members voted Yes to action and Yes to saving the sixth form sector. Demands of the strike include securing the funding needed to sustain fair pay, conditions and employment at sixth form colleges - including by reversing job losses, class size increases and cuts to teaching time and curriculum provision.

[2] The National Education Union represents many teaching and further education college and university staff. Details from The National Education Union: <https://neu.org.uk/sixth-form-colleges-ballot-and-strike>

Ofsted update 10 February 2020

Schools inspected since last committee 2020

School	Date of Inspection	OE Grade	Previous grade
Full inspections			
Homewood College	4/12/2019	3	3
Moulsecoomb Primary School	05/02/20		4
Hove Junior School	06/02/20		2
Balfour Primary School	11 & 12/02/20		3
Downs View Special School	11 & 12/02/20		1

Snapshot from Feb 2020

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
Primary	90.4	87.8	89.9	11.5	17.1
Secondary	100	75.9	100	0	20.7
Special	66.7	91.1	88.5	66.7	38.2
Colleges	100	-	-	-	-
PRUs	100	84.2	100	0	18.2
All Schools (not colleges)	91.2	86.2	93.9	14.7	19.4

National figures as at end of Jan 2020 Ofsted Monthly Management data

Overview of School Ofsted Outcomes

As at end Sept 2019	Outstanding	Good	Requires improvement	Inadequate
Brighton & Hove: % Schools	14.7%	76.5%	7.4%	1.5%
Brighton & Hove: Number of schools	10	52	5	1
National : % schools (as at end of Sept 2019)	19.9%	66.2%	10.4%	3.6%

The pupil referral units are now one establishment: The Central Hub Brighton

EY Ofsted inspections since last committee

Setting	Inspection date	Latest grade for overall effectiveness	Previous grade

Childminders

Total number of childminders: 135

Childminders offering the Early Years Free Entitlement: 47

All childminders are judged as good outstanding.

Two childminders have been inspected since the Education Inspection Framework was introduced (September 2019), one judged to be outstanding and one as good.

Ofsted Childcare Register

The Childcare Register has 2 parts:

- Compulsory – for providers caring for children from 1 September after the child's fifth birthday up until their eighth birthday
- Voluntary – for providers looking after children aged 8 and over, or if choosing to register voluntarily (eg nannies)

There is no report for these inspections. Inspection of provision registered only on the Childcare Register (one or both parts) is a compliance inspection. It is not to make judgements about the quality of the provision but to make sure the registered provider is complying with the requirements of the register.

The outcome of the inspection will be:

- met
- not met – actions
- not met – enforcement action

Out of school clubs and holiday clubs

Schools currently host 44 breakfast clubs and 39 after school clubs.

31 holiday clubs and schemes are registered in schools and other venues across the city.

Schemes run by school are covered by the school's Ofsted inspection.

All clubs in Brighton and Hove on the Early Years Register are currently judged as good or outstanding.

Education Inspection Framework

From September 2019 these types of childcare provision will be judged as 'met' or 'not met'.

Inspection of Homewood College

Queensdown School Road, Off Lewes Road, Brighton, East Sussex BN1 7LA

Inspection dates:

3–4 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Pupils say they like the school because staff listen to them. All pupils have social, emotional, mental health needs (SEMH). Staff know pupils well and help them manage their emotions. This means that pupils are in the right frame of mind to work.

Pupils told inspectors they feel safe at the school. If there is bullying, they know there is someone they can speak to who will help them.

Pupils really enjoy all the different activities and trips they go on. For example, in physical education (PE) they go boxing and climbing. The school has bikes that the pupils maintain: pupils and staff go on regular bike trips.

Leaders and staff know the pupils' strengths and interests. They use this information to help pupils plan their future. Where possible, pupils get the opportunity to attend relevant work experience. This has helped pupils to decide what they want to do when they leave school. Most pupils who left last year are still studying at college or at work placements with training.

One parent who completed Ofsted's Parent View Survey said, 'My child is happy, feels safe and enjoys going to school. The staff are lovely and understanding.'

What does the school do well and what does it need to do better?

Leaders know that the school requires improvement. They know what needs to be done and are starting to make the necessary changes. Many staff, including senior leaders, are new. Leaders have a clear vision for the quality of education but have not yet had time to make all the required improvements.

The new English and mathematics teachers have introduced helpful curriculum plans designed to ensure that pupils develop and consolidate their literacy and numeracy skills. However, it is too soon to see the impact of these yet. Mathematics lessons are engaging and give pupils the confidence to believe they can succeed in mathematics. In English, a rich variety of literature enhances pupils' knowledge and experiences.

The art curriculum is well thought out. Pupils are introduced to a wide range of mediums and they use these to develop their artistic skills, for example, in painting and sculptures. Pupils complete various projects, investigating different artists and cultures.

Many pupils have poor literacy skills. There is effective individual help for some pupils to improve their reading, writing and spelling. However, there is not yet a whole-school approach to developing pupils' reading and writing skills. As a result, pupils struggle to learn in other subjects as well.

Pupils receive helpful support following input from therapists and educational psychologists. These professionals work with pupils and train staff to understand how they can successfully support pupils. All staff effectively use a positive behaviour management approach. Leaders recognise that pupils use different strategies to be in the right emotional place to learn. Leaders have therefore created areas such as the sensory and active room, and the outdoor learning space, for pupils to use. Staff know the pupils well and help pupils to make the right choices to regulate their behaviour. Most pupils accept the support of staff. During the inspection, some pupils chose not to take the behaviour advice they were offered. These pupils did not stop their peers from working but did not engage in learning themselves.

Staff work well with parents to improve pupils' attendance. Despite this positive work, pupils do not attend school regularly enough. Many of the pupils enter the school with poor previous attendance. Staff thoroughly investigate each day's absences and try to resolve any issues. Leaders rightly recognise the importance of reducing absence, and this remains a focus for the school.

The school offers pupils a wide range of opportunities. For example, football competitions, building their own go kart, trips to museums and a residential to a farm. However, not all pupils can access these activities, particularly if they do not take place on the school site. This is because some pupils' education is at different places away from the school. Also, some pupils are not able to manage off-site activities without putting themselves at risk. Leaders and staff will continue to work with pupils to enable more pupils to gain these rich experiences.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that all safeguarding arrangements are fit for purpose. Staff training is comprehensive and fully up to date. Record-keeping is meticulous. Staff have a clear understanding of their responsibilities. They are alert to any sign that a pupil might be at risk. Staff know and follow the correct procedures for passing concerns to the leaders responsible for safeguarding. Highly effective communication between parents, external agencies and the school ensures that any concerns are rapidly acted upon. Pupils who spoke to the inspectors all confirmed that they felt safe at this school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In subjects like art and PE the curriculum is well thought out and is allowing pupils to develop the skills they need to be successful. In other subjects, such as English and mathematics, the curriculum plans have just started to be implemented and need time to be embedded.

- There are no subject leaders as, in general, only one staff member teaches each subject. This means in English there is no one leading the development of literacy skills across all subjects. Where pupils struggle with reading, interventions are put in place, but there is not a whole-school approach to encourage pupils to read. Leaders need to ensure that pupils' literacy skills are developed more effectively across different subjects.
- Leaders accept that pupils' attendance is not strong enough. They have established close links with families and use support from outside agencies to get pupils to attend. Leaders must continue to work with parents and professionals to ensure that attendance remains a high priority.
- Leaders recognise that the pupils social, emotional and mental health needs can prevent them from engaging in lessons. All staff are working together to support pupils to regulate their behaviour, so they are in the right frame of mind to learn. Leaders and staff need to continue to work with pupils, so they develop the skills to become resilient learners.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	114678
Local authority	Brighton and Hove
Inspection number	10111409
Type of school	Special
School category	Community special
Age range of pupils	11 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair of governing body	Bob Wall
Headteacher	Louise Cook (Executive Headteacher) Kate Schofield (Headteacher)
Website	http://www.homewood.brighton-hove.sch.uk
Date of previous inspection	31 October–1 November 2017

Information about this school

- The school provides for pupils who have social, emotional and mental health needs. All pupils have education, health and care plans.
- The school can take pupils from age five to 19. Currently, pupils are aged 11 to 16, with one student in the sixth form.
- The number of pupils eligible for the pupil premium is well above the national average.
- The school occasionally uses alternative learning providers.
- The school educates a few pupils off site. These pupils have a bespoke programme, including studying academic subjects in public places such as a library.
- Since the last inspection, there has been a new leadership team, consisting of an executive headteacher, who started in April 2018, and head of school, who started in July 2019.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the executive headteacher, head of school, senior leaders, the governing body and with a representative of the local authority.
- We reviewed safeguarding procedures in place at the school, including the single central record and child protection and safeguarding policies. We met with the designated leaders of safeguarding.
- We took account of four responses recorded on Ofsted's Parent View Survey, including three associated free-text comments.
- The views of staff were gathered through meetings with groups of staff and by taking account of the 22 responses to Ofsted's online staff questionnaire.
- We spoke to pupils in lessons and met with a group of pupils.
- We looked at a range of documentation, including: the school's self-evaluation; the school improvement plan; information relating to the attendance and behaviour of pupils; the curriculum; the school improvement partner's evaluation and minutes from the governors' meetings.
- We did deep dives in these subjects: English, mathematics, art and PE. We met with senior leaders, subject teachers and groups of pupils. We visited lessons and looked at pupils' work.

Inspection team

Susan Conway, lead inspector

Ofsted Inspector

Charles Joseph

Ofsted Inspector

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Subject:	Update on Every Child a Reader (ECaR)
Date of Meeting:	March 2020
Report of:	Deb Austin Interim Executive Director Families, Children and Learning
Contact Officer:	Joyti Azad Primary Teaching and Learning Consultant
Email:	Joyti.Azad@brighton-hove.gov.uk
Tel:	01273 290745
Ward(s) affected:	All

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The purpose of this report is to provide an overview on Every Child a Reader and the interventions that are provided within this provision to improve pupil outcomes in reading.
- 1.2 The report also outlines how additional funding has been allocated to support schools' outcomes in reading.

2. RECOMMENDATIONS

- 2.1 That the committee notes the information in this report.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 What is Every Child a Reader?**

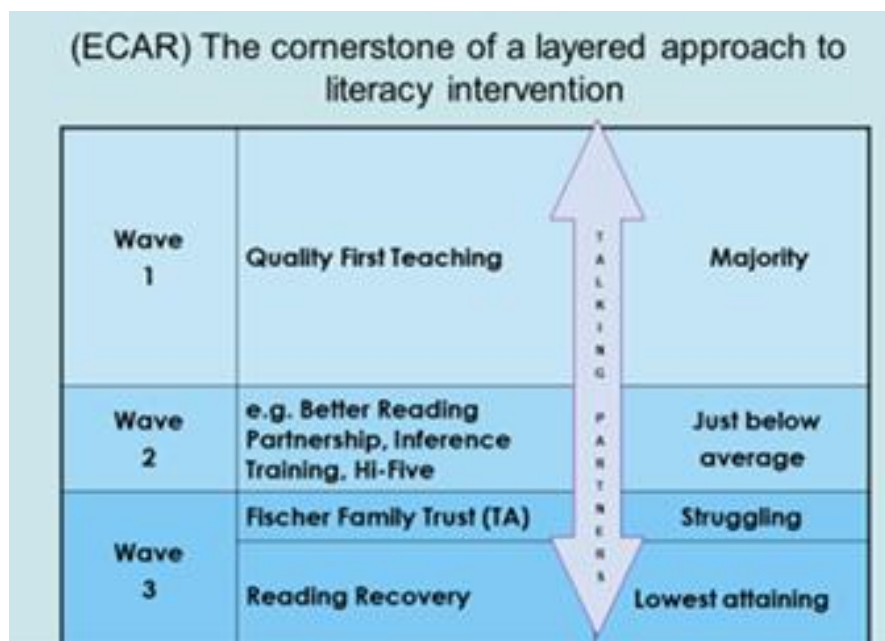
- 3.2 Every Child a Reader (ECaR) is an accredited early literacy strategy for raising attainment in reading (and writing), through a range of interventions, with Reading Recovery at the core. See Table 1.

- 3.3 To be an ECaR School, schools will have employed a specialist and accredited Reading Recovery teacher. These schools are able to capitalise on the professional development provided to their Reading Recovery teachers who are able to advise, mentor and support others in the school with responsibilities for children's literacy, including class teachers, teaching assistants and parents through lighter touch interventions.

- 3.4 Every Child a Reader offers a layered, three-wave approach to supporting children with reading. See 3.8 Table 1

- 3.5 Wave 1 is the **'quality first teaching'** which all children should receive through class based teaching. This encompasses the simple view of reading (focusing on word recognition and language comprehension) and systematic phonics where children are taught to sound out words.
- 3.6 Wave 2 small group (or less intensive one-to-one) interventions are aimed at children who can be expected to catch up with their peers with some additional support and can include pupils up to Key Stage 3. Wave 2 interventions include Early Literacy Support, Fischer Family Trust and Better Reading Partners. These interventions are mainly delivered by trained teaching assistants and overseen by trained teachers.
- 3.7 Wave 3 offers intensive reading support in the form of a one-to-one programme for children who have been identified as having specific support needs. The main intervention under Wave 3 is 'Reading Recovery,' an intensive programme lasting approximately 20 weeks, which is aimed at the lowest attaining five per cent of children aged five or six who are struggling to learn to read.

3.8 Table 1



- 3.9 There are currently ten schools in Brighton and Hove that are ECaR Schools with a specialist Reading Recovery teacher.
- 3.10 The number of schools committing to employing a Reading Recovery teacher has dropped from eighteen schools in 2016-17. Headteachers report that this is due to financial constraints faced by schools.
- 3.11 Summary of Outcomes** See Appendix 1
- 3.12 In 2016-17, 671 children were supported under ECaR interventions.
- 3.11 In 2016-17, 245 children received Reading Recovery teaching. On average, discontinued pupils moved up fifteen book levels and their reading age improved by 12 months during the 20 week programme.

- 3.12 In 2017-18, 532 children were supported under ECaR interventions.
- 3.13 In 2017-18, 180 children received Reading Recovery teaching. On average, discontinued pupils moved up fifteen book levels and their reading age improved by 15 months during the 20 week programme.
- 3.14 The collection of data through the Institute of Education has changed for this academic year and outcomes analysis for 2018-19 is still not available at time of drafting this report.
- 3.15 **National Assessments for Reading Recovery children**
- 3.16 Brighton and Hove end of key stage 2 reading data has historically exceeded national standards at both working at Expected Standard and at Greater Depth Standard. ECaR being established in many schools across the authority has contributed to this achievement, as well as other reading provision.
- 3.17 Children complete Reading Recovery at age six or seven. Their performance in national assessments at age 11, five or six years, after the end of their lessons, is indicative of the long lasting effect of the intervention.
- 3.18 It must be noted that pupils identified for Reading Recovery are the lowest achieving in their class and are those for whom quality first teaching and other class based interventions has not provided the springboard to reading that the child needs. Therefore, they would not be predicted to achieve at the expected standard without this specialist intervention.
- 3.19 **Additional Funding for ECaR 2019-20**
- 3.20 Additional funding was provided to extend and continue the 'Every Child a Reader' programme so more children could benefit.
- 3.21 Additional funding has been allocated to train teachers and teaching assistants in both primary and secondary phases to develop the ECaR interventions across Brighton and Hove to impact as many pupils as possible. This training was fully funded with no costs for schools.
- 3.22 All headteachers were invited to engage in an offer where each school would send one strong teaching assistant who would run the intervention and one teacher, who would oversee the intervention and support the TA back in school.
- 3.23 Schools had a choice of three ECaR interventions and made their selection based on the needs of their pupils and the capacity for their teaching assistants to run the interventions effectively in school. **See Appendix 3**
- 3.24 The additional funding has allowed for schools to be provided with an initial set of books and teaching resources that will ensure a prompt start to the interventions once the training is completed.

- 3.25 Prior to the 2019-20 funding, there were ten ECaR schools in Brighton and Hove which meant only 15% of schools were able to offer these quality interventions to their pupils.
- 3.26 As a result of this training offer, twenty-eight new schools have engaged in the training and so now 60% of schools are able to offer one of the interventions proven to improve outcomes in reading.
- 3.27 Some schools were unable to engage in the training due to having too few teaching assistants to be able to receive the training to then run the interventions back in school.
- 3.28 At the time of writing, it should be noted that training has completed for two of the interventions.
- 3.29 High expectations have been shared regarding the quality of interventions and effective record keeping so that progress can be monitored and evaluated. The provisional data to show the impact will be available in December 2020.
- 3.30 To ensure the provisions are being delivered effectively, funding has been used to provide all schools undertaking an intervention to have a follow up visit from an accredited and skilled Reading Recovery teacher from within B&H. This will offer further support to the TA and these visits will also allow for a level of quality assurance across the schools.

4. COMMUNITY ENGAGEMENT & CONSULTATION

- 4.1 As detailed in the report.

5 ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 5.1 None identified

6. CONCLUSION

- 6.1 As a result of this data, it is clear that the ECaR interventions have a positive and sustained impact on pupil progress outcomes in reading and writing.
- 6.2 At the end of the academic year, to be able to provide robust and accurate data to show the positive impact on pupil outcome in reading and writing as a result of receiving an ECaR intervention.
- 6.3 All of the current ten Reading Recovery schools have pledged to continue offering the ECaR provision for 2020-21. Some of the additional funding has been used here to support our existing ECaR schools with a small contribution so that they will continue to commit to employing a Reading Recovery Teacher.
- 6.4 For 2020-21, the intention is to remain committed to expanding this provision so that more schools in Brighton and Hove are able to support children through ECaR interventions.

- 6.5 Ten primary schools, where data shows end of Key Stage One and/or Key Stage Two data in attainment and progress for reading being lower than national and local figures have been targeted to consider how ECaR training can be used to support teaching staff in using strategies to impact pupil outcomes in reading. The additional funding will be used to support these schools. Nine schools have committed to working together.
- 6.6 To continue to support schools in order to increase the number of children served in ECaR interventions (including BRP, Inference, and FFT) with the ultimate aim to grow the number of schools committed to recruiting a specialist and accredited Reading Recovery Teacher.

7. FINANCIAL & OTHER IMPLICATIONS:

7.1 Financial Implications:

The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.

There is a central DSG budget in 2019/20 for ECAR of £171k which the authority uses to support schools in developing the programme and advice to lead teachers.

There are no direct financial implications for the LA as a result of the recommendation in this report

Finance Officer Consulted: Andy Moore

Date: 21/01/20

Legal Implications:

- 7.2 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the committee as to how the Council is seeking to fulfil this duty.

Lawyer Consulted: Serena Kynaston

Date: 22/01/2020

Equalities Implications:

- 7.3 Expanding ECaR across the authority by having a universal offer to all schools allowing them to benefit from this high quality provision will have impact on disadvantaged pupils who will now have access to these interventions.

- 7.4 The schools that have been targeted for a more bespoke ECaR support also have a high percentage of pupils living in the 30% most deprived super output areas. See Appendices 3 and 4.

Sustainability Implications:

- 7.5 There are no direct sustainability issues arising from this report.

Brexit Implications:

- 7.6 There are no direct Brexit issues arising from this report.

Any Other Significant Implications:

- 7.7 None

Crime & Disorder Implications:

- 7.8 There are no direct issues of crime and disorder arising from this report.

Risk and Opportunity Management Implications:

- 7.9 None

Public Health Implications:

- 7.10 There are no direct public health implications issues arising from this report.

Corporate / Citywide Implications:

- 7.11 None

SUPPORTING DOCUMENTATION

Appendices:

1. Data Summary for Every Child a Reader
2. Progress in Reading Recovery: Typical text at Reading Recovery level one
3. Overview of ECaR Intervention Offer
4. School Data by Most Deprived Super Output Areas

Background Documents:

None

SUPPORTING DOCUMENTATION

Appendix 1: Data Summary for Every Child a Reader

	2016-2017	2017-2018
Number of children served in Reading Recovery	245	180
Pupil Groups in cohort for RR <i>Certain groups of children have been shown to be vulnerable to academic underachievement, including children of travellers, children of asylum seekers or refugees, and 'looked after' children (children in the care of the local authorities).</i>	Boys: 152 Girls: 93 48.6% reported as disadvantaged: 12.7% reported as speaking EAL 3.7% reported as in special groups, such as Looked After Children (LAC):	Boys: 118 Girls: 62 41.7% reported as disadvantaged: 16.7% reported as speaking EAL: 5.6% reported as in special groups, such as Looked After Children (LAC):
Progress made during Reading Recovery <i>Discontinued: These children have made accelerated or sufficient progress in literacy learning, within the time available, to catch up with the average band for their class, and have been judged to be likely to continue learning at the same rate as their peers, without the need for further special support. Referred: The children have made progress, but have not reached the average band in literacy and will continue to need additional support.</i> <i>*BAS is the standardised word reading assessment used in ECAR to give a reading age at the start and end of RR. BAS stands for British Ability Scale. All RR schools across UK use this test.</i> See Appendix 2 for examples of book bands	Average Book Level at entry to Reading Recovery: 1.1 Average Book Level on exit for <i>discontinued</i> children: 16.8 Average Book Level on exit for <i>referred</i> children: 10.1 On average, discontinued pupils would move up 15 book levels in 20 weeks Average BAS Word Reading Age at entry to Reading Recovery: 5:4 years Average BAS Word Reading Age on exit for <i>discontinued</i> children: 6:4 years Average BAS Word Reading Age on exit for <i>referred</i> children: 5:10 years On average, discontinued pupils would improve reading age by 12 months in 20 weeks	Average Book Level at entry to Reading Recovery: 1.1 Average Book Level on exit for <i>discontinued</i> children: 16.5 Average Book Level on exit for <i>referred</i> children: 11.1 On average, discontinued pupils would move up 15 book levels in 20 weeks Average BAS Word Reading Age at entry to Reading Recovery: 5:1 years Average BAS Word Reading Age on exit for <i>discontinued</i> children: 6:4 years Average BAS Word Reading Age on exit for <i>referred</i> children: 5:10 years On average, discontinued pupils would improve reading age by 15 months in 20 weeks
Progress made after Reading Recovery	At three month follow-up: Average Book Level:15.5 Average Word Reading Age:6:4 At six month follow-up: Average Book Level:17.1 Average Word Reading Age:6:4	At three month follow-up: Average Book Level:15.6 Average Word Reading Age:6:4 At six month follow-up: Average Book Level:17.4 Average Word Reading Age:6:4
Number of children served in other intervention (Including BRP, Inference, FFT)	426: BRP: 177 Fischer Family Trust Wave 3: 160 Other: 86 RR-led Intervention: 3	352: BRP: 128 Fischer Family Trust Wave 3: 148 Other: 75 RR-led Intervention: 1
Total Number of children supported	671	532

Appendix 2: Progress in Reading Recovery

Typical text at Reading Recovery level one:

I am a cat.



Typical text at Reading Recovery level eight:

A green dragonfly
came to sit on a tree
down by the river.

Little Dinosaur looked at it.
He liked to eat dragonflies.

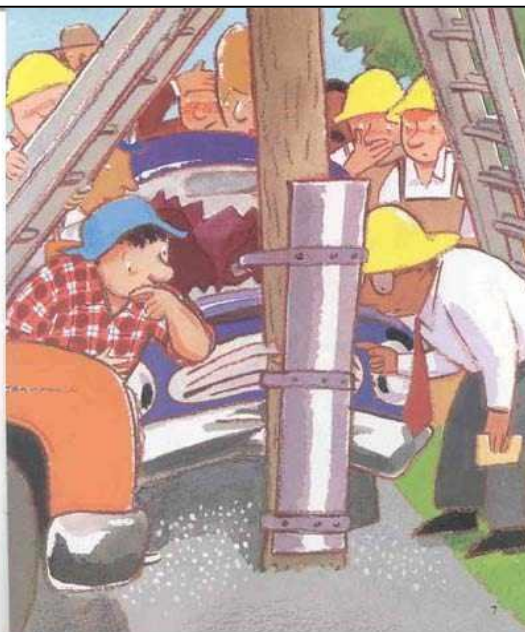


Typical text at Reading Recovery level seventeen:

Toby stopped, and BJ jumped down
to have a look at the car.
“Mm-mm,” said BJ.
“The car must have been
going very fast.
The pole is cracked
and it could fall over.”

“The power has been turned off,”
said the policewoman.

“I don’t like the look of this job,
Toby,” said BJ,
as he got back into the tow truck.
“That pole could move
when we pull the car away.”



Colour Band (Book Bands)	PM Benchmark Reading Recovery Level	Letters and Sounds	Approx. Reading Ages. Adapted from: <i>PM Benchmark Kit</i>
1 Pink	Level 1	Phase 2	
	Level 2		
2 Red	Level 3	Phase 3	Approx. Age 5
	Level 4		
	Level 5		
3 Yellow	Level 6	Phase 3, 4	Approx. Age 5.5
	Level 7		
	Level 8		
4 Blue	Level 9	Phase 4, 5	Approx. Age 5.5 – 6.0
	Level 10		
	Level 11		
5 Green	Level 12	Phase 5	Approx. Age 6.0 – 6.5
	Level 13		
	Level 14		
6 Orange	Level 15	Phase 5, 6	Approx. Age 6 – 6.5/7.0
	Level 16		
7 Turquoise	Level 17	Phase 5, 6	Approx. Age 6.5 – 7+
	Level 18		
8 Purple	Level 19	Phase 6	Approx. Age 7 – 7.5+
	Level 20		
9 Gold	Level 21	Phase 6	Approx. Age 7.5 – 8+
	Level 22		
10 White	Level 23	N/A	Approx. Age 8 – 8.5+
	Level 24		
11 Lime	Level 25	N/A	Approx. Age 8.5 – 9.5+
	Level 26		
Copper		N/A	
Topaz		N/A	
12 Ruby	Level 27	N/A	Approx. Age 10 – 10.5
	Level 28		Approx. Age 10.5 – 11
Emerald		N/A	
13 Sapphire	Level 29	N/A	Approx. Age 11 – 11.5
	Level 30		Approx. Age 11.5 – 12
Diamond		N/A	
Pearl		N/A	

Appendix 3: Overview of ECaR Intervention Offer

Intervention:	Target Pupils:	Number of schools committed
Fischer Family Trust <ul style="list-style-type: none"> • <i>Three training days</i> • <i>Daily one to one with trained TA overseen by trained teacher</i> • <i>20-25 minute lesson over 10-20 weeks</i> 	Children from Y1 to Y6 working within and below Book Band 2 (Red Band) in reading and a low level 1 or below in writing	12 schools <i>(11 Primary, 1 Secondary)</i> <i>Including 6 schools where over 25% of their pupils live in the 30% most deprived super output areas</i>
Boosting Reading @Partners <ul style="list-style-type: none"> • <i>Two training days</i> • <i>3 sessions a week with trained TA overseen by trained teacher/ co-ordinator</i> • <i>15 – 20 minute session, 3 sessions a week, over 10 weeks, plus preparation time.</i> 	<ul style="list-style-type: none"> • Pupils selected from Year 1 - Year 10 • KS1/2 –pupils who are just below ARE • KS3 - pupils whose reading age is two to three years below ARE • EAL pupils to support their language and reading development • pupils who need extra opportunities to develop their understanding at an inferential level 	7 Primary Schools <i>Including 6 schools where over 25% of their pupils live in the 30% most deprived super output areas</i>
Inference Training <ul style="list-style-type: none"> • <i>One training day</i> • <i>2 sessions a week with trained TA overseen by trained teacher/ co-ordinator</i> • <i>40 - 45 minute lessons over 8 -10 weeks</i> 	A reading comprehension intervention for pupils in KS2 and KS3 who have age appropriate decoding skills but who are experiencing difficulty acquiring full meaning and enjoyment from their reading.	15 Schools <i>(12 Primary, 3 Secondary)</i> <i>Including 8 schools where over 25% of their pupils live in the 30% most deprived super output areas</i>

Appendix 4: School Data by Most Deprived Super Output Areas

School:	Percentage of pupils living in the 30% most deprived super output areas <i>(28% of total pupils in B&H)</i>
1. St Mark's CofE Primary	69%
2. St Peter's Community School	58%
3. St Nicolas CofE Primary	25%
4. St Bartholomew's CofE Primary	58%
5. Hangleton Primary School	35%
6. St John the Baptist Catholic	67%
7. St Mary's Catholic School	30%
8. Hertford Infants School	62%
Hertford Juniors School	72%
9. Elm Grove Primary School	22%

Source data January 2019 School Census and National Statistics Postcodes Directory

Subject:	Mathematics in Infant, Junior and Primary Schools in Brighton & Hove		
Date of Meeting:	2 March 2020		
Report of:	Interim Director of Families, Children and Learning		
Contact Officer:	Name:	Hilary Ferries	Tel: 01273 293738
	Email:	Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report outlines the range of different approaches that the Council has introduced, following government policy and research evidence, to support teaching and learning in mathematics, and the ways that schools in the city have engaged with these.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the range of approaches that schools use to improve outcomes for mathematics in the city.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 Introduction**

Maths outcomes have historically been below those of Reading and Writing in Brighton & Hove schools. Over time, a range of strategies and projects have been implemented to address this. In the last ten years there have also been changes to the maths curriculum and the national tests for maths, but the aim for pupils to enjoy and succeed at maths has remained the same. Outcomes in the city have risen over time in many schools, as they have nationally and show that Brighton & Hove pupils achieve broadly line with those nationally but maths remains a focus area.

3.2 Past initiatives

Some of the different approaches schools have taken previously include:

- 3.2.1 As part of the National Strategies, Brighton & Hove City Council were positive advocates of 'Every Child Counts' and its component elements. These focus on work with individuals and small groups of pupils, and have a teacher that works throughout the school to promote maths.

3.2.2 In 2013 – 2014 we had a ‘year of maths’ which had three main strands: Developing Leadership of Maths, Improving Teaching and Learning of Maths and Engaging Families and Communities with Maths. Each of the three themes had an action plan with a range of activities.

3.2.3 In 2015 a continuation of the year of maths there was work on eight themes, each led by a different partner. These were; Transition Project (Y6-7), Lesson Study 1 & 2, Mentoring for maths teachers, Maths Meets, Maths Challenge Partners, Numicon approach, Secondary School Partnership Maths and Success@arithmetic (which is an element of ‘Every Child Counts’).

3.3 One Strategy – a range of approaches:

3.3.1 Over the last four years there have been several national and local initiatives and developments to support maths. We support the ‘mixed economy’ approach, which enables schools to make use of the approach that works best for them. This has resulted in a rise over time of eight percentage points in the percentage of pupils achieving the expected standard, an increase of ten percentage points for pupils achieving the higher level, but progress just below national.

	2016		2017		2018		2019	
	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat
% Expected Standard +	70%	70%	75%	75%	75%	75%	78%	79%
% High Scaled Score	16%	17%	22%	23%	23%	24%	26%	26%
Progress	-0.5	0	-0.4	0	-0.5	0	-0.5	0

3.3.2 Maths Hubs

In 2014 the government announced the creation of maths hubs across the country. The Sussex Maths Hub receives funding from the government to support the continuous improvement of mathematics. Schools in the city are able to get involved with the Sussex Maths Hub, run out of St Pauls College at Burgess Hill and several schools in the city are represented in the hub leadership team. The hub runs a range of programs through its ‘work groups’ <http://www.mathshubs.org.uk/find-your-hub/sussex-maths-hub/work-groups/> . These include mastery readiness, mastery and courses for all age ranges from early years to post 16.

3.3.3 Nineteen infant, junior or primary schools are part of one of the work groups, mastery readiness or mastery specialists and these opportunities are promoted to all schools. . There is a ‘pathway’ for schools to follow that will develop their maths teaching and learning across their schools. The maths hub is now starting regular meetings with LAs to discuss engagement and progress to enable the evaluation of impact of their programmes. The first of these is in February.

3.4 Strategic School Improvement Fund (SSIF)

3.4.1 In April 2017, the government launched a £140 million Strategic School Improvement Fund (SSIF). This was intended to help to contribute to the building of a school-led system, aiming to target resources at the schools most in need to improve school performance and pupil attainment.

3.4.2 Regional priorities were identified and maths at Key Stage Two was a priority for this local area. Schools eligible to be part of the projects were identified by the DfE using their maths data and other (up to 30%) of schools that were not technically eligible could be included.

3.4.3 The Sussex Coast Teaching School Alliance, with support from the LA, submitted a successful bid for some of this funding and the project, which involved 17 schools, finished in July 2019.

3.4.4 The SSIF project was designed to promote a mastery approach to maths. It was delivered by a local National Leader of Education, Specialist Maths Teachers from the city who are also part of the maths hub, and used a framework of lesson study led by the University of Brighton. The schools have been very positive about the project and those schools that engaged positively have seen a rise in their maths performance, as the data below from the schools involved shows.

3.4.5 Mathematics outcomes for all pupils for the schools involved in the SSIF project.

	2017	2018	2019
% Maths meeting the expected standard	68.2	75.1	78.4
% Maths achieving at a higher standard	17.7	21.3	25.4
Maths progress score	-2	-1.14	-0.27

3.4.6 Brighton & Hove City Council maths project, 'It all adds up'

Concerned that there are still schools below national expectations for maths, the Standards and Achievement Team has worked with the Sussex Coast Teaching School Alliance and other schools in the city that have high performance in maths to create a new programme, 'It all adds up'. This programme is based on the learning from the SSIF project above and targets schools where the data suggests standards and progress are below national figures. Other schools have also requested to join the programme, which began in June 2019 and runs until March 2020.

3.4.7 'Every Child Counts'

Every Child Counts has 4 'families' of mathematics intervention programmes, each meeting the needs of targeted groups of pupils. Teachers and teaching assistants can start teaching straight after their first training day and then the training runs parallel with their teaching in their training term.

1. Numbers Count is a Teacher-led, personalised programmes for pupils who *really* struggle with counting, number and calculation.
2. 1stClass@Number is a Teaching assistant-led programme for groups of 4 pupils who need a helping hand with counting, number and calculation.

3. Success@Arithmetic is a Teacher and TA-led programme for up to 3 pupils who need help to master the understanding and procedures for calculations.
4. Talk 4 Number is a Teaching assistant-led programme for groups of 4 pupils who need support to learn the vocabulary of number and calculation and to talk confidently about their mathematics.

3.4.8 Historically city schools have had high engagement with Every Child Counts. However, the level of participation all different aspects of Every Child Counts has fallen. Last year there were four schools doing Numbers Count (down from 18 in 2016-2017) and no schools registered for any of the other elements.

3.4.9 The programmes have all been reviewed and rewritten since the 2013 curriculum was introduced and they adhere to the five ‘big ideas’ of teaching mathematics for mastery outlined by the NCETM (National Centre for Excellence in the Teaching of Mathematics)

3.4.10 The impact of the ECC programmes is very positive. The programme is run through Edge Hill who and deliver it through local associates. Data shows that pupils who take part in the programmes make accelerated progress.

ECC Interventions		
Led by	Mathematics	Average Progress
a teacher	Numbers Count	18 months in 4 months
a teaching assistant	1 st Class@Number Success@Arithmetic Talk 4 Number	13 months in 4 months

More details are on the ECC website.

3.4.11 The Virtual School for Children in Care has introduced ECC for several pupils to support their learning in maths, but outcome data is not yet available.

3.4.12 A focus on the disadvantaged

3.4.13 Improving outcomes for disadvantage pupils is a city priority. Each one of the programmes has targeted schools with a high percentage of pupils entitled to Free School Meals and who live in super output areas.

3.4.14 The data below shows that the number of pupils defined as disadvantaged in the city has risen by 103 in the last three years. The percentage of pupils who reached the expected standard rose 4.4 percentage points and maths progress schools improved, (see below)

3.4.15 Outcomes for KS2 Maths in Brighton & Hove for pupils defined as disadvantaged.

	2017	2018	2019
Number of pupils	687	742	790
RWM meeting expected standard	45.3	46.8	49.7
Maths progress score	-1.65	-1.56	-1.54

3.4.16 The SSIF project targeted schools with the highest percentage of pupils from the 20% super output areas and with the highest number of pupils entitled to Free School Meals. The table below shows that for the schools in the project, disadvantaged pupils have made 18.3 percentage points progress, 7.1 percentage points increase in those achieving maths at the higher standards and progress is improving (although still 1.57 below the national expectation).

3.4.17 Mathematics outcomes for the schools involved in the SSIF project – disadvantaged pupils.

	2017	2018	2019
% Maths meeting the expected standard	48.5	57.1	66.8
% Maths achieving at a higher standard	5.9	9.0	13.0
Maths progress score	-3.73	-2.09	-1.57

3.4.18 Every Child Counts is committed to the progress of disadvantaged pupils. Research by Edge Hill states that, 45% of the pupils taking part in Every Child Counts interventions are disadvantaged. They make an average of 13.5 months progress in just 4 months of support – over 3 times the normal rate of progress. Their class teachers report that 94% of them are more confident and motivated to learn afterwards, so they are able to continue to make good progress with pupils making more months
[\(https://everychildcounts.edgehill.ac.uk/tackling-disadvantage/](https://everychildcounts.edgehill.ac.uk/tackling-disadvantage/)

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 The City Council works in partnership with individual schools, the Teaching School Alliances, the Sussex Maths Hub and Edge Hill to ensure that school leaders have access to the different programmes and opportunities. These are promoted at headteacher meetings, through individual school improvement boards and at themed headteacher meetings.

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 School leaders were consulted about the different programmes available. 'It all adds up' is based on the learning from other projects.

6. CONCLUSION

6.1 There are a range of programmes and interventions available to schools in the city. Recent government policy promotes the mastery approach and professional

development through the different programmes that are offered by the Hub. The SSIF project enabled progress to be made in subject knowledge and confidence. Edge Hill offers Every Child Counts interventions, which enable pupils to make rapid progress over a short period of time, but need teaching assistants or teachers to deliver them. The Council is using resources from the different maths providers and local expertise to develop maths across the city. Schools are working hard to improve outcomes.

7. FINANCIAL & OTHER IMPLICATIONS:

7.1 Financial Implications:

7.1.1 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.

7.1.2 There are no direct financial implications for the LA as a result of the recommendation in this report

Finance Officer Consulted: Andy Moore

Date: 15/01/20

7.2 Legal Implications:

7.2.1 The Council as an education authority has a duty to promote high standards of education in its area (section 13A of the Education Act 1996). This report sets out how the LA is seeking to fulfil that duty in relation to the teaching and learning of mathematics.

Lawyer Consulted: Serena Kynaston Date: 15.01.2020

7.3 Equalities Implications:

7.3.1 The focus of the SSIF project and others has had a focus on achievement for pupils eligible for the pupil premium. Both the DfE SSIF project and the LA project have focussed on schools that have the highest percentage of pupils categorised as disadvantaged and with the greatest number of pupils from superoutput areas.

7.4 Sustainability Implications:

7.4.1 Improving maths outcomes for children and young people will contribute to the priorities of a good life and a vibrant economy.

7.5 Brexit Implications:

7.5.1. There are no direct impacts caused by Brexit.

7.6 Any Other Significant Implications:

7.6.1 Crime & Disorder Implications:

7.6.2 The improvement in maths could lead to greater engagement in society and social cohesion.

7.7 Risk and Opportunity Management Implications:

7.7.1 The risk of maths not improving is not giving children and young people the knowledge and skills they need for achieving their possible potential.

7.8 Public Health Implications:

7.8.1 An exciting maths curriculum that leads to good progress will give every child the best start in life and enable all children and young people to maximise their capabilities and have control over their lives.

7.9 Corporate / Citywide Implications:

7.9.1 Improving maths outcomes for children and young people will contribute to the priorities of a good life and a vibrant economy.

SUPPORTING DOCUMENTATION

Appendices:

None

Background Documents

None

Subject:	Annual Standards Report		
Date of Meeting:	March 2020		
Report of:	Deb Austin, Acting Executive Director for Families, Children & Learning		
Contact Officer:	Name:	Mark Storey	Tel: 01273 293513
	Email:	mark.storey@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report contains an analysis of the End of Key Stage results for children and young people for the 2018 - 2019 academic year.
- 1.2 This report explains some of the interventions implemented and planned in the future to address areas of under-achievement.

2. RECOMMENDATIONS

- 2.1 To note the report and support the focus across the City on improving outcomes for all children and young people, including those from disadvantaged backgrounds.
- 2.2 To note that there have been changes in the curriculum, assessment and benchmark measures for Key Stages 2 and 4. This means that there can be some difficulty in establishing trends when not comparing like with like.

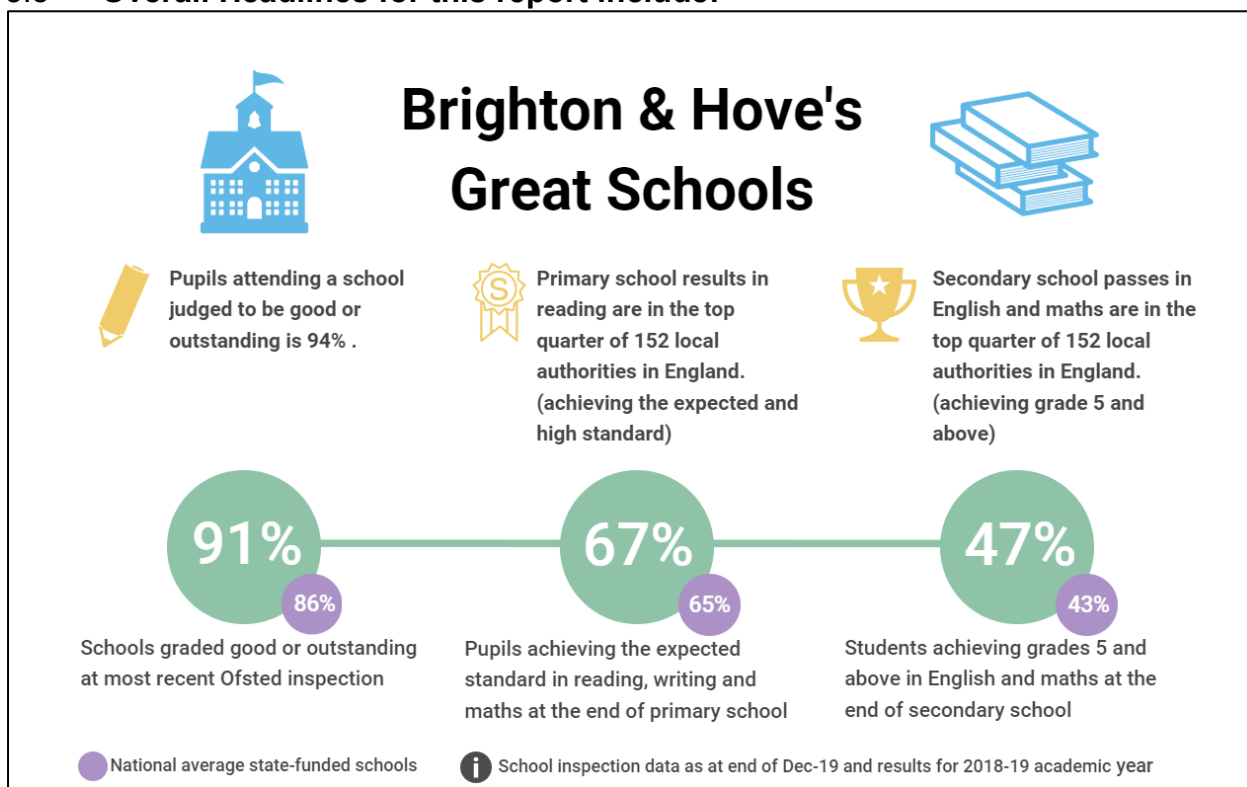
3. CONTEXT/ BACKGROUND INFORMATION

3.1 School Effectiveness

- 3.2 At the end of December 2019 91.2% of schools in Brighton & Hove were judged by Ofsted to be Good or Outstanding. This was above the national average of 86.2%. 100% of secondary schools are Good or Outstanding. 14.7% of schools are judged as outstanding compared to 19.5% nationally. In August 2019 97% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding compared to 96% in England.
- 3.3 The percentage of pupils currently attending a school judged to be Good or Outstanding is 93.9% against a national average of 85.0%. There are five schools in the city that are judged to require improvement. There is one school judged to be inadequate.
- 3.4 The Local Authority continues to focus on the schools which it believes may be vulnerable to losing their judgement of 'Good' as well as supporting and

challenging schools which are currently judged as 'Requires Improvement' to get to 'Good' or judged as 'Inadequate' to move to 'Requires Improvement' at their next inspection.

3.5 Overall Headlines for this report include:



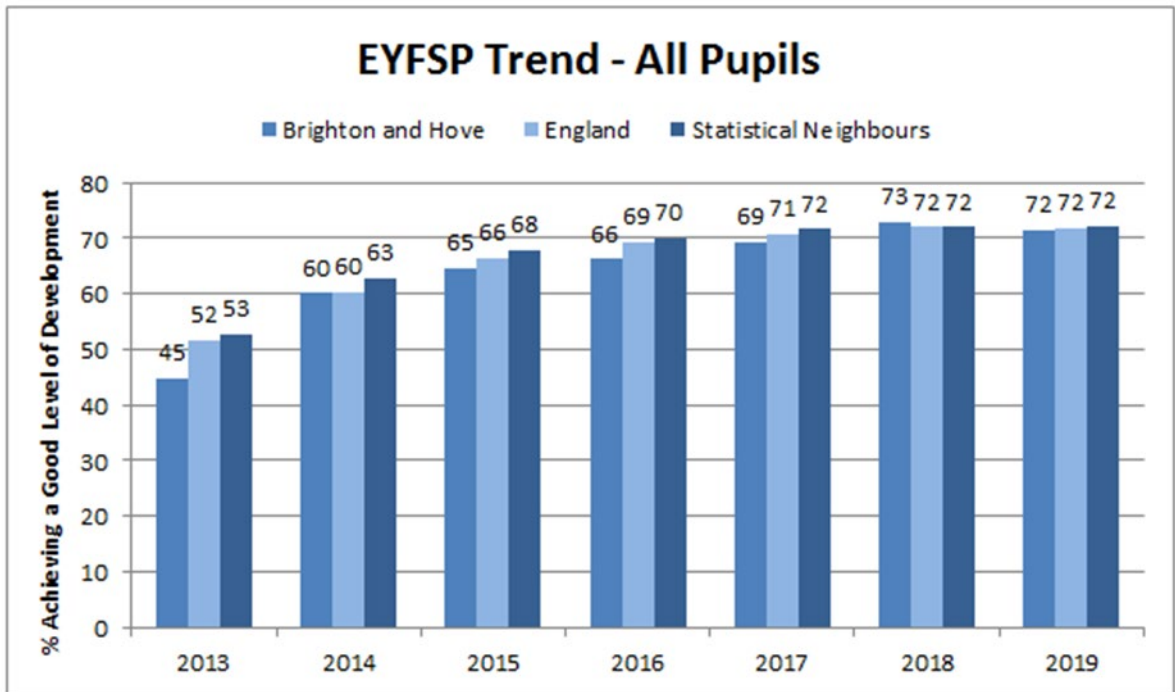
- 3.6 The Brighton & Hove percentage of pupils achieving a good level of development in Early Years is the same as the national average.
- 3.7 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics decoding was below the national average.
- 3.8 At KS1, Maths assessments for the proportion of pupils at age related expectation were in line with the national average. Reading and Writing assessments were above the national averages.
- 3.9 At KS2, the percentage of pupils achieving the expected standard and higher standard in Reading, Writing and Mathematics combined was above national average.
- 3.10 At KS2, the progress made by pupils in Reading was above national average whereas Writing and Maths progress were below national average.
- 3.11 At KS4, attainment measures such as Attainment 8 and Grade 4 + in both English and Maths are above national averages.
- 3.12 Progress at KS4 is lower but within an acceptable range of the national average.
- 3.13 Progress and attainment of Disadvantaged pupils is in line with SE averages and remains below national averages.

4. SUMMARY OF OUTCOMES

4.1.1 Early Years Foundation Stage Profile – (4 to 5 year olds)

To achieve a good level of development, a pupil must achieve the expected level in all the early learning goals within areas of communication and language, physical development, personal, social and emotional development, literacy, and numeracy.

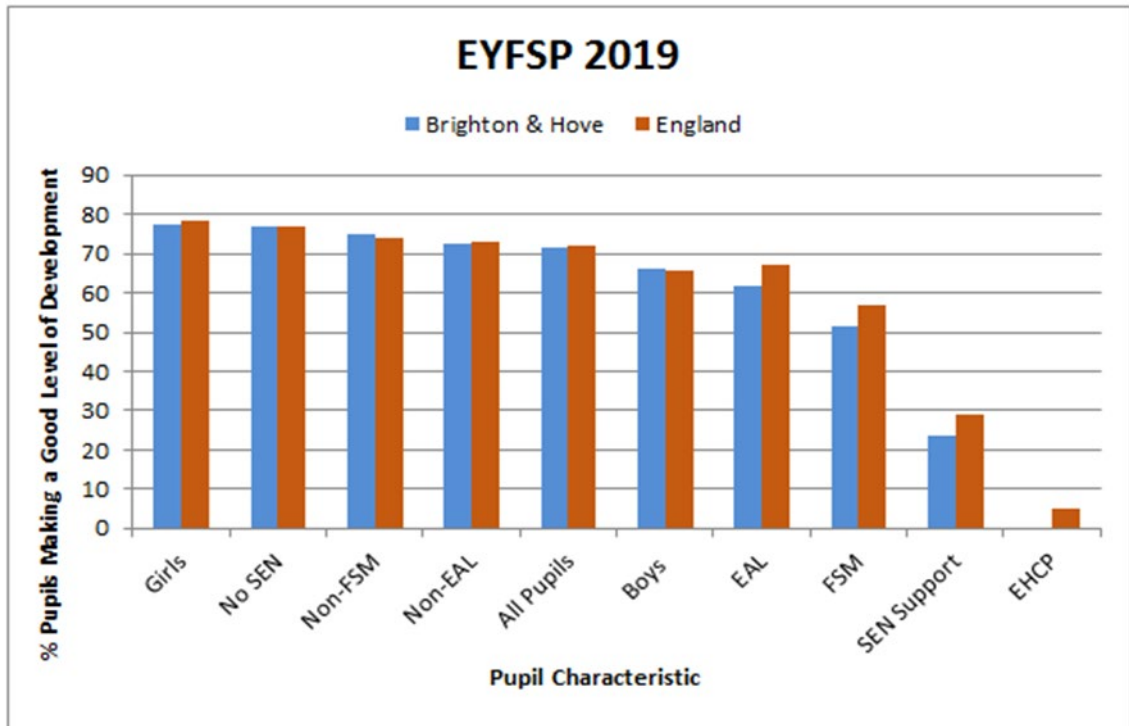
4.1.2 Table 1: EYFSP 2019 All Pupils



4.1.3 The Brighton & Hove percentage of all pupils achieving a good level of development is in line with the national and statistical neighbour average.

4.1.4 The following table provides further information on the performance of groups compared to the national benchmark.

4.1.5 Table 2: EYFSP 2019 Comparison



- 4.1.6 In 2019, there were 400 reception pupils who had applied for and were eligible for Free School Meals (FSM), out of a cohort of 2,650 (15.1%). The Brighton & Hove percentage of pupils eligible for Free School Meals (FSM) achieving a good level of development was 52% which is 5 percentage points lower than the national figure of 57%.
- 4.1.7 In Brighton & Hove the percentage of pupils with SEN (Special Educational Needs) Support achieving a good level of development was below the national figure. None of the 67 Brighton & Hove reception children with an Education Health and Care Plan achieved a good level of development.
- 4.1.8 The percentage of pupils with English as an additional language (EAL) achieving a good level of development continues to be below the national figure.
- 4.1.9 Pupils again achieved highest in the Expressive Arts and Design area of learning, with 91.1% of pupils achieving the expected level.
- 4.1.10 The lowest outcome was in Literacy, with 73.7% of pupils achieving the expected level. This is a slight decrease on the 2018 literacy outcome.

4.1.11 Actions as a result of data – focus on disadvantage:

4.1.12 Funding has again been allocated for school improvement support for Early Years. This is led by the Head in an outstanding nursery and is a continuation of work we know has had impact. It supports all schools with their reception and nursery classes.

4.1.13 The LA's school improvement model means that all schools with the lowest results are targeted for intervention through a school improvement board; using Early Years support or schools own planned interventions. Schools with below average EYFSP results have been encouraged to access the Power of Reading course organised by the Centre for Literacy for Primary Education (CLPE) and delivered at Rudyard Kipling, which is an associate school. They have also been directed and supported to work with the regional English hub in Southampton. Reception teachers have also been encouraged to attend training on supporting writing run locally with the Sussex Coast Teaching School Alliance.

4.1.14 Early education from age two has long-lasting benefits for children, and helps to promote a child's physical, emotional, cognitive and social development. Joint work between the Early Years Team, Family Information Service, Children's Centres, health visitors and nurseries across the city continues to ensure high take up of free childcare places for low income two year olds in the city.

4.1.15 Work is continuing to roll out the National Children's Bureau Making it REAL (Raising Early Achievement in Literacy) programme with children's centres and nurseries attended by disadvantaged children. The programme aims to improve children's early literacy by working with parents to increase opportunities to learn in the home environment. There have been 45 REAL events held over the last year and 36 families have joined the home visiting programme. A further REAL training course is planned for March and will include staff from early years settings with high levels of disadvantage and EMAS.

4.1.16 Brighton and Hove is taking part in the national Early Years Professional Development Programme (EYPDP). This supports pre-Reception Early Years Practitioners (EYPs) to improve their practice in working with children between the ages of 2 and 4, to improve outcomes in language, literacy and numeracy for the most disadvantaged children. The programme started in January 2020 and will create a continued professional development partnership of up to 15 settings. The first stage is training four Champions based in nurseries who will then cascade training to the other settings from September 2020.

4.1.17 The Ethnic Minority Achievement Service (EMAS) has targeted bilingual support for the language groups most at risk of not achieving a Good Level of Development particularly Arabic speaking Free School Meals (FSM) pupils. EMAS provides training and support for early years settings including bilingual assistants support for children speaking community languages. EMAS continues providing specialist and targeted Teaching Assistant support in reception for EAL pupils without a bilingual assistant. EMAS is jointly running EAL or SEN training with the Inclusion Support Service; Supporting Children with Multiple Languages and Supporting Refugee Children in the EYFS.

4.1.18 The Brighton and Hove Inclusion Support Service support nurseries with training and support to identify and support individual children with SEND. In schools SEN is prioritised throughout school improvement and as well as being examined during know your school visits there is now an annual Headteacher conference dedicated to SEN.

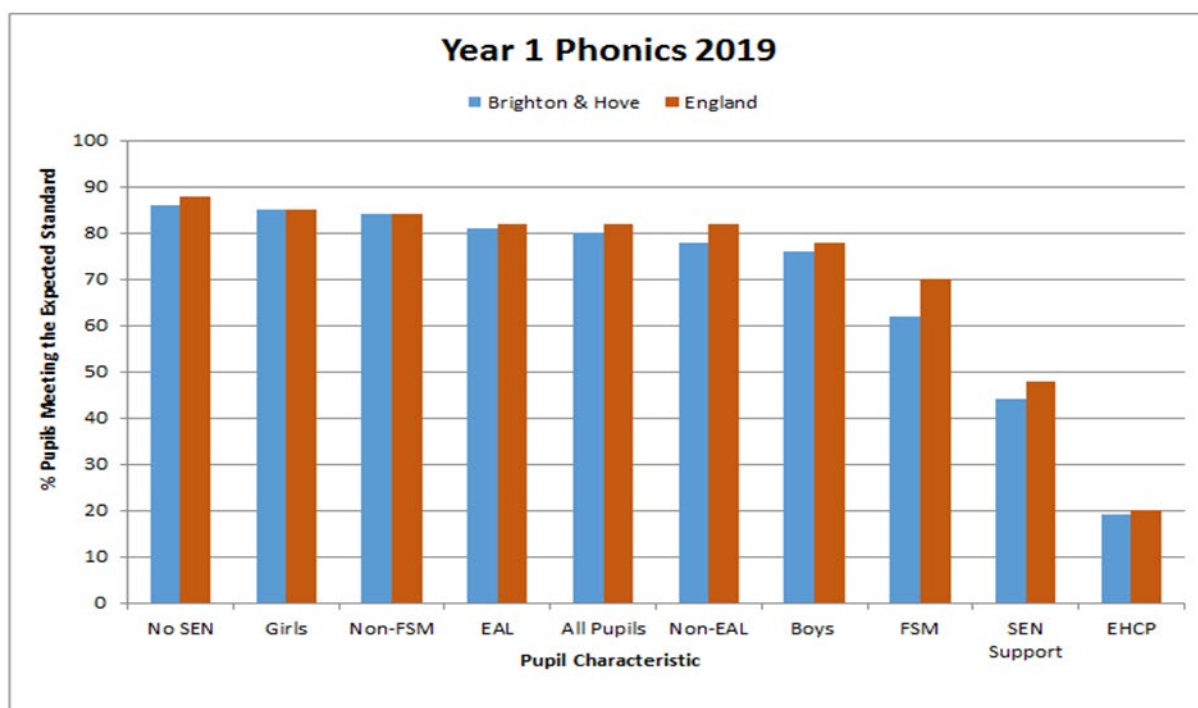
4.1.19 Work has also started to revise the early years strategy using the Early Intervention Foundation’s maturity matrix on speech and language in the early years as framework to identify strengths and areas for development. The strategy will take account of a national speech, language and communication pathway being developed by Public Health England.

4.2 Year 1 Phonics Check (age 6)

4.2.1 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics was 2 percentage points below national and statistical neighbours.

4.2.2 The following table provides further information on the performance of groups compared to the national benchmark.

4.2.3 Table 3: Year 1 Phonics 2019.



4.2.4 The percentages of Year 1 pupils eligible for FSM meeting the required standard for Phonics was below the national figure.

4.2.5 The percentages of Year 1 pupils with SEN Support or an Education, Health and Care Plan, EAL meeting the required standard for Phonics were below the national figures.

4.2.6 Pupils who did not meet the level of the Phonics decoding in Year 1 or who were not tested in Year 1 take the test in Year 2. When combined with the Year 1

outcomes the percentage of Brighton and Hove pupils who met the standard by the end of year 2 was 1 percentage point higher than national, at 92%.

4.2.7 Actions as a result of data:

4.2.8 A small number of schools have had and continue to have further challenge and support. This is being done mainly by School Partnership Advisers. Support is available for all schools for phonics in the form of Phonics audit, CPD (Continuing Professional Development) and resources some of which are provided by the Southampton English Hub working in partnership with the Local Authority.

4.3 Year 2 Phonics Screening Check

4.3.1 By the end of year 2, 92% of children had achieved the expected standard (including retakes of those who did not meet it in year 1 and checks for new pupils with no year 1 result). This is an increase of two percentage points on 2018.

4.3.2 The national average is 91%.

4.4 Key Stage 1 Outcomes (7 year olds)

4.4.1 The percentage of Brighton & Hove pupils achieving the expected standard in Reading was 76% which was 1 percentage point above national. The percentage of pupils working at greater depth in Reading was 26% which was 1 percentage point above national.

4.4.2 The percentage of Brighton & Hove pupils achieving the expected standard in Writing was 70% which was 1 percentage point above national. The percentage of pupils working at greater depth in Writing was 14% which was 1 percentage point below national.

4.4.3 The percentage of Brighton & Hove pupils achieving the expected standard in Mathematics was 76% which was in line with national. The percentage of pupils working at greater depth in Mathematics was 21% which was 1 percentage point below national.

4.4.4 In Brighton & Hove the percentage of pupils eligible for Free School Meals achieving the expected standard in Reading was 56% which was 4 percentage points below national.

4.4.5 The percentage of pupils eligible for Free School Meals achieving the expected standard in Writing was 50% which was 3 percentage points below national.

4.4.6 The percentage of pupils eligible for Free School Meals achieving the expected standard in Mathematics was 59% which was 2 percentage points below national.

4.4.7 In Brighton & Hove the percentage of pupils receiving SEN Support achieving the expected standard, was above national in Reading and below national in Writing and Mathematics.

4.4.8 In Brighton & Hove the percentage of pupils with an Education, Health and Care Plan achieving the expected standard, was above national in Reading and below national in Writing and Mathematics.

4.4.9 In Brighton & Hove the percentage of pupils with English as an additional language achieving the expected standard, remained below the national in all three subjects (Reading, Writing and Mathematics).

4.4.10 Actions as a result of data – focus on disadvantage:

4.4.12 The Know Your School visit and data passed on to school is designed to focus challenge and support schools in KS1 development but focus particularly on outcomes for Disadvantaged and SEN pupils. Further Improvement Visits; Conferences; networks and training all complement this.

4.4.13 EMAS continues to provide training for KS1 Writing for EAL and targeted teaching support in schools (that purchase EMAS) for pupils at risk of underachieving.

4.4.14 School intervention team support teachers in schools that have lowest outcomes. This includes focus on pupil groups vulnerable to low progress and outcomes.

4.4.15 The Every Child a Reader (ECaR) programme is an evidence based intervention used by a number of schools. The LA is now further promoting this programme.

4.4.11 The LA has led moderation workshops for Year 2 teachers to raise standards in writing and ensure assessments are robust. The number of schools attending has increased on previous years. Schools partnerships were also involved in school to school moderation of reading, writing and maths.

4.5 Key Stage 2 Outcomes (11 year olds)

4.5.1 The Brighton & Hove percentage of pupils achieving the expected standard for Reading, Writing and Mathematics combined is above national average and the percentage achieving the higher standard is the same as national.

4.5.2 The percentage of pupils achieving the expected standard and the percentage of pupils achieving the higher standard in Reading continues to be above national average. The progress score in Reading continues to be above national.

4.5.3 The percentage of pupils achieving the expected standard in Writing based on teacher assessment continues to be above national average. The percentage of pupils writing at a greater depth within the expected standard is below national. The progress score in Writing continues to be below national.

4.5.4 The percentage of pupils achieving the expected standard in Mathematics is the same as national average but with achieving the higher standard continues to be below national. The progress score in Mathematics is below national.

4.6 Disadvantaged Pupils

4.6.1 In Brighton & Hove the percentage of Disadvantaged pupils achieving the

expected standard in Reading, Writing and Mathematics continues to be below the national average for this group.

4.6.2 The percentage of Disadvantaged pupils achieving the expected standard in Reading continues to be above and the progress score is similar to the national average for this group.

4.6.3 The percentage of Disadvantaged pupils achieving the expected standard in writing is above and the progress score in Writing is below national. Maths results and progress is below the national average for this group.

4.7 Pupils with Special Educational Needs

4.7.1 In Brighton & Hove the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in Reading, Writing and Mathematics is now above the national average for this group.

4.8 Other Groups

4.8.1 Pupils with ethnicities classified as White, Asian, and Mixed are above national, and Black, Chinese and all other ethnicities groups are below their national group for the percentage achieving the expected standard in Reading, Writing and Mathematics combined.

Compared to the national average for all pupils, Chinese, White, Asian and Mixed ethnicity groups are above, and Black and all other ethnicities groups are below.

4.8.2 Table 5 - Reading, Writing and Maths

Percentage of pupils achieving the expected standard in Reading, Writing and Maths	2017	2018	2019
B&H All	64	67	67
England All	64	65	65
B&H Disadvantaged	45	47	50
B&H Other (non-disadvantaged)	71	75	74
England Disadvantaged	48	51	51
England Other (non-disadvantaged)	67	71	72
Statistical Neighbour Disadvantaged	46	48	48
South East Coastal Strip Disadvantaged	44	47	48

KS2 2019 Revised Results	Disadvantaged	Brighton & Hove			Trend	National			Trend
		2017	2018	2019		2017	2018	2019	
Reading Test	Yes	61	65	65		60	64	62	
	No	83	85	82		77	80	79	
Writing Teacher Assessment	Yes	62	65	68		66	67	68	
	No	84	86	86		81	83	84	
Maths Test	Yes	59	59	65		63	64	67	
	No	81	84	84		80	81	84	
Reading, Writing and Maths combined	Yes	45	47	50		48	51	51	
	No	71	75	74		67	70	72	

4.8.3 Table 6 – Reading, Writing & Maths Progress

Progress in 2019	Reading	Writing	Maths
B&H All	0.8	-0.1	-0.5
England All	0.0	0.0	0.0
B&H Disadvantaged	-0.7	-1.0	-1.5
B&H Other (non-disadvantaged)	1.1	0.3	0.2
England Disadvantaged	-0.6	-0.5	-0.7
England Other (non-disadvantaged)	0.3	0.3	0.4
Statistical Neighbour Disadvantaged	-1.1	-0.8	-1.3
South East Coastal Strip Disadvantaged	-1.2	-1.4	-1.8

4.8.4 Actions as a result of data – focus on disadvantage

- 4.8.5 Brighton and Hove Partnership have set up a Strategic Group to support improvement of outcomes for disadvantaged. To complement this, a pupil premium champion has been seconded from a school. A toolkit and self evaluation has been developed and which is being used in many schools. The Strategic Group and Leads have developed improved training for Governors and Schools.
- 4.8.6 The Know Your School visit and data passed on to each school is designed to focus, challenge and support schools on outcomes for disadvantaged pupils. Twice yearly School Improvement Visits; Conferences; networks and training also prioritised the outcomes for Disadvantaged Strategy.
- 4.8.7 A successful Strategic School Improvement bid has meant that in Maths, 16 schools received further support from a range of providers, teaching schools and the LAs. “It all adds up” means there are a range of opportunities for schools to be involved in Maths development.
- 4.8.8 ECaR service will continue to support Reading outcomes for all pupils including disadvantaged.
- 4.8.9 To address writing outcomes, the LA has led a project that 28 schools have taken part in. The project covers expectations for, and ways to achieve Greater

Depth Writing across the Primary Phase. 95% of schools attending improved their KS2 outcomes for GDS writing compared to previous year.

4.8.10 The school improvement and categorisation system has now been revised so that the process prioritises challenge where disadvantaged pupils do not make sufficient progress. The new process now aligns with partnership groups so that partnership chairs help identify and target support at the schools with greatest need.

4.8.11 EMAS, are working alongside schools and Governors with Schools of Sanctuary programme to raise awareness in schools around the importance of identity and the impact that discrimination and racism can have on achievement. Schools continue to have Diversity and Equalities walks, delivered by EMAS with ways forward to support inclusion.

4.8.12 The LA has led moderation workshops for Year 6 teachers to raise standards in writing and ensure assessments are robust. The number of schools attending has increased on previous years. Schools partnerships were also involved in school to school moderation of writing.

4.8.13 To support writing in the City there are a range of project available to schools including that provided by Sussex Coast Teaching School Alliance, 'Improving Outcomes for Writing', the 'Power of Reading (for inspirational writing) which is led by Council for Literacy in Primary Education' at Rudyard Kipling Primary School. There is also the 'Sounds Write' Project led by Carden Primary School, which involves Pie Corbett and the School Improvement Fund project, led by Pavilion and Downs Teaching School Alliance. There is training on greater depth writing delivered by the local authority team. They all deliver slightly different approaches and aspects of writing and this means there is significant choice of provision.

4.8.14 The Local Authority work closely with Sussex Coast Teaching Alliance. The Teaching School has a remit of: school led initial teacher education; continuing professional and leadership development and supporting other schools. They deliver a range of training and support that helps schools significantly in this local authority. So for example recently they delivered a major Maths programme in the City..

4.9 Key Stage 4 – GCSE Results (16 year olds)

4.9.1 All Pupils

4.9.2 In Brighton & Hove Attainment 8 and the percentage achieving expected standards in English and maths continues to be above the national average. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is above the national average.

4.9.3 Progress 8 is below national average. Progress in English, Maths, EBacc and open elements of this measure is in line with the national average. Low progress results in some schools and low results for some pupil groups can impact this City measure.

4.10 Disadvantaged Pupils

4.10.1 The percentage of disadvantaged pupils achieving expected standards in English and maths is in line with SE averages but is below the national average for this group. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is below the national average.

4.10.2 Progress 8 is significantly below the national average for this group.

4.11 Pupils with Special Educational Needs

4.11.1 In Brighton & Hove Attainment 8 and the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standards in English and maths is below the national average. The percentage of these pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is below the national average.

4.11.2 Progress 8 for pupils with a Statement of Special Educational Need or an Education, Health and Care Plan is significantly below the national average.

4.11.3 In Brighton & Hove Attainment 8 is in-line with the national average. The percentage of these pupils achieving standard passes (grades 4-9) is above the national average and strong passes (grades 9-5) in English and maths combined is in-line the national average.

4.11.4 Progress 8 for pupils with SEN support is below the national average.

4.12 Other Groups

4.12.1 Attainment 8 for pupils with ethnicities classified as Black and White are above their national average with Asian, Chinese, Mixed pupils below. Progress 8 for pupils with ethnicities classified as Black, and White are above their national average for same group with Asian, Chinese, and Mixed pupils below.

4.12.2 Attainment 8 for pupils with English as an additional language (EAL) is below their national average, with Progress 8 above, although not significantly.

4.12.3 Table 7: Attainment 8

Attainment 8	2017	2018	2019
B&H All	46.8	48.0	47.6
England All	46.3	46.5	46.8
B&H Disadvantaged	33.1	34.9	33.7
B&H Other (non-disadvantaged)	51.4	52.3	52.3
England Disadvantaged	37.0	36.8	36.7
England Other (non-disadvantaged)	49.8	50.3	50.5
Statistical Neighbour Disadvantaged	36.0	34.6	34.9
South East Coastal Strip Disadvantaged	33.9	33.5	33.6

4.12.4 Table 8: Progress 8

Progress 8	2017	2018	2019
B&H All	-0.15	-0.02	-0.08
England All	-0.03	-0.02	-0.03
B&H Disadvantaged	-0.79	-0.57	-0.70
B&H Other (non-disadvantaged)	0.07	0.17	0.13
England Disadvantaged	-0.40	-0.44	-0.45
England Other (non-disadvantaged)	0.11	0.13	0.13
Statistical Neighbour Disadvantaged	-0.44	-0.55	-0.55
South East Coastal Strip Disadvantaged	-0.59	-0.63	-0.68

4.12.5 Table: Disadvantaged Pupils Results Trend

Year	% English and Maths 9-4		% English and Maths 9-5		Attainment 8		Progress 8	
	B&H	National	B&H	National	B&H	National	B&H	National
2017	41.4	44.3	21.2	24.5	33.1	37	-0.79	-0.40
2018	44.6	43.2	21.1	24.9	34.9	36.8	-0.57	-0.44
2019	41.1	44.9	21.9	24.8	33.7	36.8	-0.70	-0.45

4.12.6 Disadvantaged Pupils Progress in Attainment 8 Elements

Year	Progress 8 score for English		Progress 8 score for mathematics		Progress 8 score for Ebacc slots		Progress 8 score for open slots	
	B&H	National	B&H	National	B&H	National	B&H	National
2017	-0.66	-0.41	-0.61	-0.38	-0.76	-0.44	-0.99	-0.37
2018	-0.58	-0.44	-0.42	-0.39	-0.59	-0.49	-0.70	-0.46
2019	-0.59	-0.44	-0.52	-0.39	-0.77	-0.49	-0.83	-0.47

4.12.7 Disadvantaged Pupils EBacc Subjects Standard Passes

Year	% English 9-4		% Maths 9-4		% Science Ebacc 9-4		% Humanities Ebacc 9-4		% Languages Ebacc 9-4	
	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat
	2017	56.0	59.6	46.6	50.7	34.3	37.8	23.7	30.2	15.3
2018	57.4	59.4	50.3	50.8	43.0	41.0	27.5	29.1	16.4	18.7
2019	56.6	59.6	46.9	51.3	38.6	42.9	27.8	31.6	18.9	19.4

4.12.8 Disadvantaged Pupils EBacc Subjects Strong Passes

Year	% English 9-5		% Maths 9-5		% Science Ebacc 9-5		% Humanities Ebacc 9-5		% Languages Ebacc 9-5	
	B&H	Nat	B&H	Nat	B&H	B&H	Nat	B&H	Nat	Nat
	2017	40.2	42.7	27.6	29.9	-	-	-	-	-
2018	39.3	42.4	26.7	30.4	23.6	24.7	19.3	20.6	16.4	14.0
2019	41.1	42.5	27.3	30.0	21.9	26.2	20.1	22.6	11.7	14.1

4.12.9 Attainment at KS4 is strong. Attainment and progress for disadvantaged pupils remains a significant challenge. Addressing disadvantage attainment and progress is a priority for commissioned School Improvement Advisers and Teaching Schools.

4.12.10 Actions as a result of data – focus on disadvantage

4.12.11 Brighton and Hove Partnership have set up a strategic group to help address disadvantaged pupils' outcomes. To complement this a secondary school leader has been appointed as Pupil Premium Lead. Their main role is to support schools in raising the outcomes of disadvantaged pupils. They have, for example, supported improvement of the secondary review framework and toolkit to be used in all schools. The Group and Lead have developed improved training for Governors and Schools

4.12.12 The Know Your School visit and data passed on to schools is designed to focus, challenge and support schools on outcomes for disadvantaged pupils. Twice yearly School Improvement Visits (lead by practicing Ofsted inspectors); Conferences; networks and training also prioritise the outcomes for Disadvantaged. The Head of Education Standards meets with all Heads together at an annual standards meeting to both challenge and support the secondary school partnership.

4.12.13 Secondary chairs of governors meet each term with the local authority to support and challenge each other and to share best practice. Their March meeting will focus on data relating to disadvantage

4.12.14 The schools showing least progress have had extra challenge either through a meeting with the Head and Chairs of Governors or through their academy chain.

4.12.15 Services such as Virtual School, Traveller Service and EMAS (Ethnic Minority Achievement Service) are working alongside schools and Governors to raise awareness in schools and support these children and will further support many disadvantaged pupils.

4.12.16 Pavilion and Downs Teaching School Alliance provide a range of training consultancy and networks that support secondary schools in the City. The Local Authority works in close partnership with this and all teaching schools in the City. An attendance project has recently been delivered that was highly successful with the 4 schools it worked with in the City.

4.13 Key Stage Five - A level results (age 18)

4.13.1 Table 6:

Provisional A level results 2019		Brighton & Hove	National (JCQ* benchmark)
Entries		5138	-
% of entries graded	A*-A	31.2%	25.2%
	A*-B	61.7%	51.1%
	A*-C	83.1%	75.5%
	A*-E	98.5%	97.5%

* Joint Council for Qualifications.

4.13.2 National Results

4.13.3 Nationally, the A level pass rate (A*-E) has fallen slightly from 97.6% to 97.5%, whilst the proportion of A* and A grades was 25.2%, which is a decrease of one percentage point from the previous year.

4.13.4 This year's pattern is a slight decrease across most grade measurements. The A* - B pass rate is 51.1% and A*-C is 75.5%.

4.13.5 The 2019 results feature a continuing rise in linear A levels, as these have been phased in over a two year period. A-levels being linear rather than modular means that grades will be awarded on an end-of-course exam, instead of modules taken throughout the course.

4.13.6 AS levels have been "decoupled" from being part of A-levels as part of reforms, so that they are stand-alone qualifications. This year's figures show a 56% drop in entries nationally, after a 84% drop in the previous year.

4.14 Brighton & Hove

4.14.1 Provisional results suggest that in Brighton & Hove schools and colleges, students achieved above national averages in top A*-B grades. The overall pass rate is also above national.

4.14.2 Around 89% of A Level entries in the city were from the two sixth form colleges, which can be broken down into around 65% at BHASVIC and around 24% at Varndean College. The remaining 11% of entries were from the school sixth forms at Cardinal Newman, Blatchington Mill, Hove Park, BACA and PACA, with the majority of these from Cardinal Newman.

4.14.3 For 2018/19, there is an improving trend across the city in top grades A* - B. The proportion of entries awarded A* - B grades is 61.7%, well above the provisional national average figure of 51.1% and slightly above the Brighton result for the previous year (61.6%).

5.0 CONCLUSION AND NEXT STEPS

- 5.1.1 There is much positive data both in terms of attainment and progress and this is a positive reflection on the School Improvement Strategy and partnership working across the city. There are, however, key priorities that remain with regard to outcomes for Disadvantaged and SEN pupils. Despite intervention and some improvements these are ongoing areas for development.
- 5.1.2 Each school is allocated a prioritisation level and any school at risk has a specified action plan outlining the support for those schools. The use of Strategy Board Meetings and individual meetings with Heads and Chairs of Governors allows the LA to challenge outcomes appropriately.
- 5.1.3 A new system of school improvement and intervention which fully incorporates the partnership and schools supporting schools systems within the LA has been implemented. National Leaders of Education (NLE), Local Leaders of Education (LLE), National Leaders of Governance (NLG) and Local Leaders of Governance (LLG), School Partnership Advisers are deployed in our schools to ensure that the most successful and current practitioners are sharing their expertise and informing the LA challenge function.
- 5.1.4 Significant work has been put in to support outcomes for disadvantaged pupils. Significant work has already been undertaken with Head teachers and governing bodies to identify and disseminate good practice and to highlight and challenge schools where outcomes are not good enough. As part of this approach, Pupil Premium reviews have taken place in primary and secondary schools. In addition to this, the whole School Improvement system is designed to support and challenge on this issue. This is now being further developed and embedded by a Disadvantaged Strategy Group.
- 5.1.5 A programme of governor events will continue to be held and reviews will be conducted to strengthen the knowledge base and capacity of our governors to challenge and support their own schools to improve outcomes. This work has a particular focus on improving outcomes for Disadvantaged groups.
- 5.1.6 Schools are currently very engaged in a new Ofsted framework. This framework looks at the full breadth of curriculum a school has to offer through deep dives. A major thrust of training and support to schools is to ensure schools are prepared for this framework. This will also benefit children in the City as schools further their focus on whole quality of education.
- 5.1.7 The appendix includes a presentation given to all council committee chairs on disadvantage

6.0 COMMUNITY ENGAGEMENT & CONSULTATION

- 6.1 The data will be shared with all school leaders and with governors.

7.0 FINANCIAL & OTHER IMPLICATIONS

7.1 Financial Implications

- 7.1.2 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools

have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.

7.1.3 There are no direct financial implications for the LA as a result of the recommendations in this report.

Andy Moore

Date: 14/01/2020

8.0 Legal Implications

8.1 Local Authorities have a statutory duty under section 13A of the Education Act 1996, to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty.

Serena Kynaston:

Date: 20.01.2020

Annexe 1

EYFSP	% At Least Expected in Area of Learning	2017	2018	2019
Brighton & Hove	Cohort	2,783 -68	2,656 -127	2,639 -17
	Communication & Language	81.5% +2.2%	82.6% +1.1%	81.7% -0.9%
	Physical Development	87.7% +1.0%	88.5% +0.8%	87.1% -1.4%
	Personal, Social & Emotional Development	85.7% +1.5%	86.1% +0.4%	85.2% -0.9%
	Literacy	73.0% +2.0%	75.0% +2.0%	73.7% -1.3%
	Maths	80.1% +1.1%	81.6% +1.5%	80.1% -1.5%
	Understanding the World	86.8% +0.4%	88.0% +1.2%	86.9% -1.1%
	Expressive Arts & Design	90.3% +1.0%	91.6% +1.3%	91.1% -0.5%
National	Communication & Language	82.1% +0.5%	82.4% +0.3%	82.2% -0.2%
	Physical Development	87.5% 0%	87.4% -0.1%	87.1% -0.3%
	Personal, Social & Emotional Development	85.2% +0.4%	85.2% 0.0%	84.8% -0.4%
	Literacy	72.8% +0.7%	73.3% +0.5%	73.4% +0.1%
	Maths	77.9% +0.5%	78.3% +0.4%	78.5% +0.2%
	Understanding the World	83.6% +0.4%	84.0% +0.4%	83.9% -0.1%
	Expressive Arts & Design	86.7% +0.3%	87.2% +0.5%	87.2% 0.0%

Annexe 2

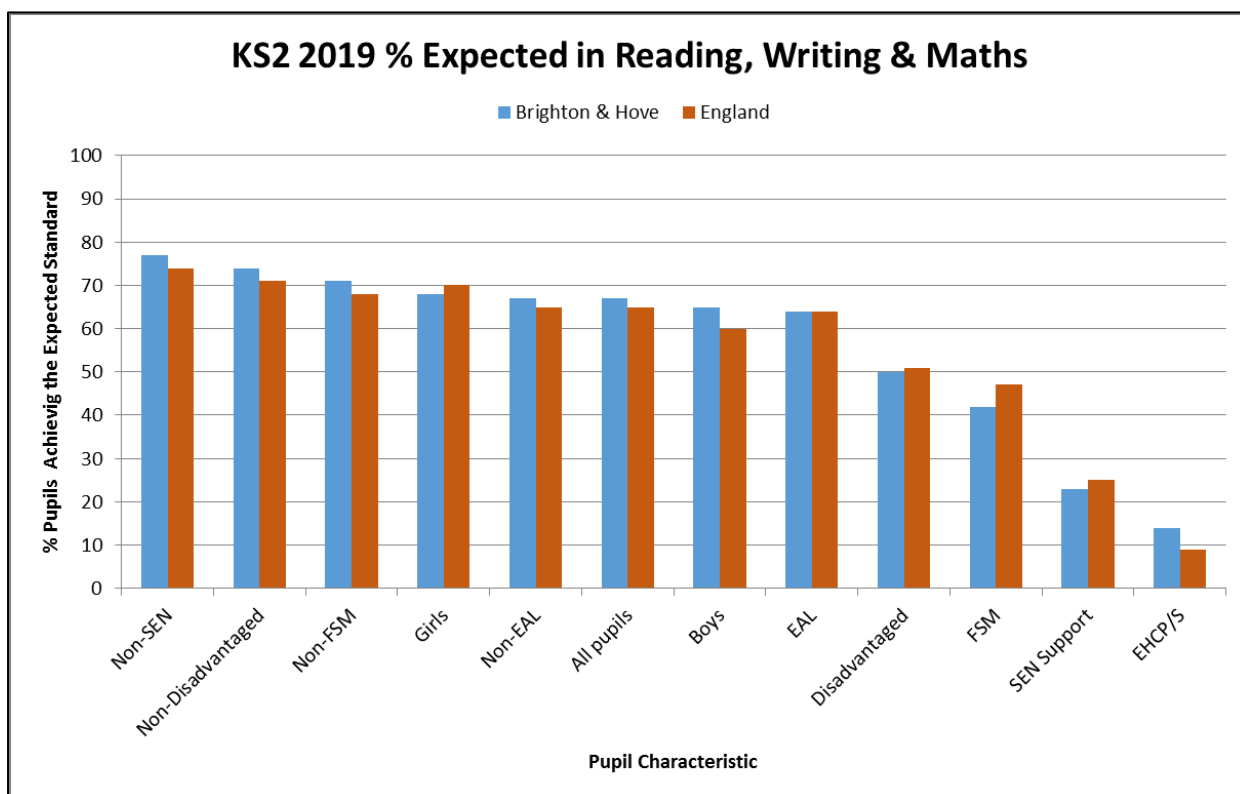
Year 1 Phonics Screening Check (age 6)

Year 1 Phonics % Achieving the Expected Standard	2016	2017	2018	2019
National	80.5% +3.7%	81.1% +0.6%	82.5% +1.4%	81.8% -0.7%
Brighton & Hove	79.5% +4.3%	78.1% -1.4%	82.7% +4.6%	80.2% -2.5%

Annexe 3 –

Key Stage 1		Subject	2016	2017	2018	2019
% Pupils Achieving the Expected Standard	Brighton & Hove	Reading	74.8% -	76.1% +1.3% pts	74.2% -1.9% pts	76.1% +1.9% pts
		Writing	66.6% -	68.7% +2.2% pts	68.6% -0.1% pts	69.7% +2.2% pts
		Maths	73.9% -	74.8% +0.9% pts	75.6% +0.8% pts	76.4% +0.8% pts
	National	Reading	74.0% -	75.5% +1.5% pts	75.4% -0.1% pts	74.9% -0.5% pts
		Writing	65.5% -	68.2% +2.7% pts	69.9% +1.8% pts	69.2% -0.7% pts
		Maths	72.6% -	75.1% +2.5% pts	76.0% +0.9% pts	75.6% -0.4% pts
% Pupil Achieving Greater Depth	Brighton & Hove	Reading	25.6% -	24.8% -0.7% pts	24.8% -0.0% pts	26.4% +1.6% pts
		Writing	13.0% -	13.5% +0.5% pts	12.9% -0.6% pts	13.9% -1.0% pts
		Maths	18.0% -	18.0% -0.0% pts	18.5% +0.5% pts	21.0% +2.5% pts
	National	Reading	23.5% -	25.2% +1.7% pts	25.6% +0.4% pts	25.0% -0.6% pts
		Writing	13.3% -	15.6% +2.3% pts	15.9% +0.2% pts	14.8% -1.1% pts
		Maths	17.8% -	20.5% +2.7% pts	21.8% +1.3% pts	21.7% -0.1% pts

Annexe 3



Annex 4 Main Ethnicity Groups

Percentage of pupils achieving the expected standard in Reading, Writing and Maths	Brighton and Hove		National
	Number of pupils	Percentage	Percentage
White	2,147	66	65
Mixed	281	73	67
Asian	85	74	70
Black	58	62	65
All other ethnicities	56	55	64
Unclassified	48	69	57
Chinese	19	74	81

Improving Outcomes for Disadvantaged Briefing

December 2019



Brighton & Hove
City Council

Background

- Educational achievement in the UK is related to parental education and income.
- Household income is important for children’s cognitive development, physical health and social development.
- 16 Local Super Output Areas (4 in Whitehawk) in the 10% most deprived in the country (2019 IDACI)
- Challenge of School Funding



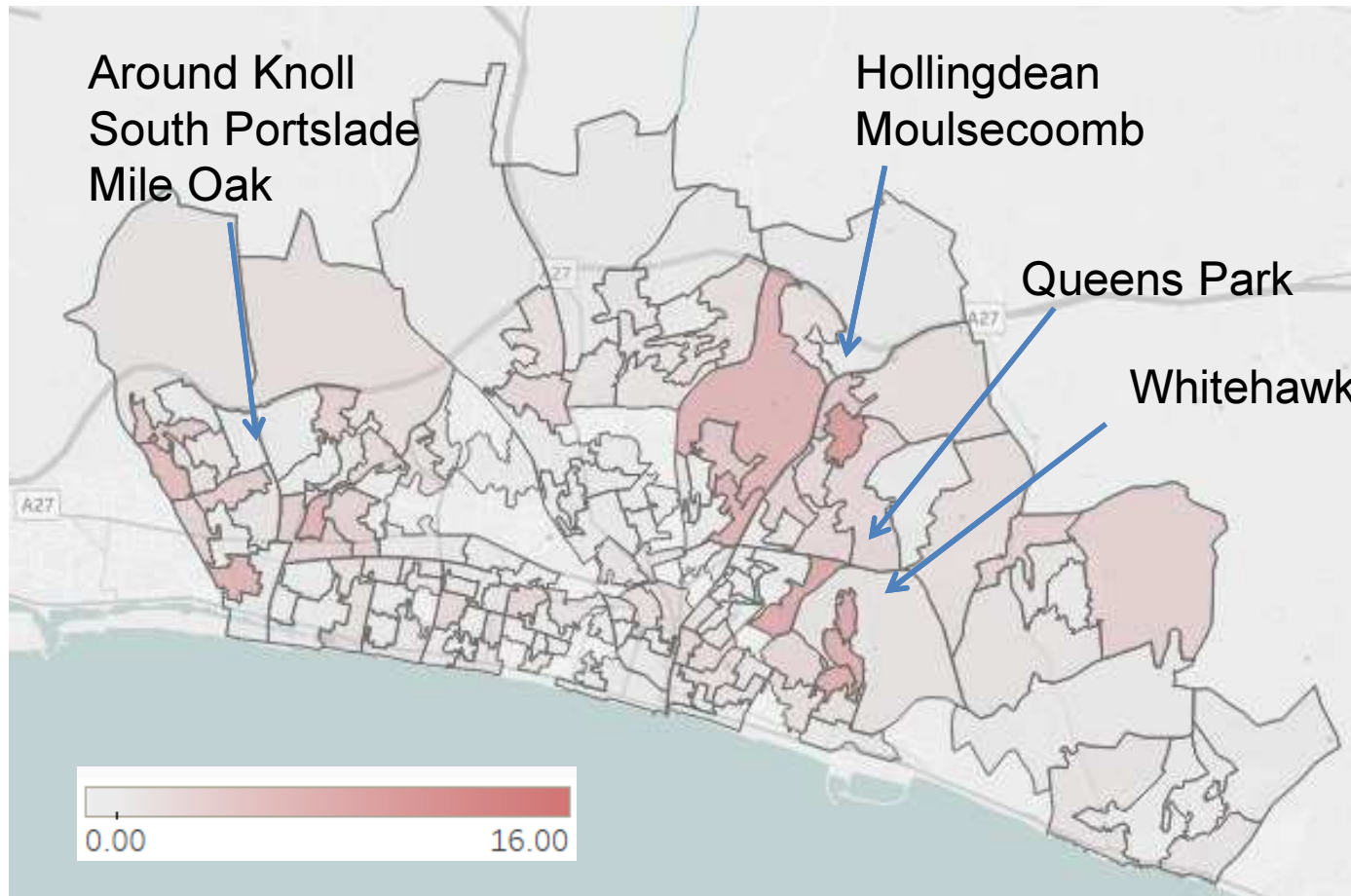
Brighton and Hove Attainment Summary

- Early years: 72% of all children get a good level of development but only 52% of Free School Meal children (compared to 57% national,)
- Key Stage 2 – 73% of all children achieve expectation in reading, writing, maths but only 50% for disadvantaged (compared to 51% nationally)
- Key Stage 4 – Average attainment 8 at GCSE is 47.7 but only 33.8 for disadvantage (compared to 37 nationally)
- Adults – 16% of households have no qualifications but 34% in inner Whitehawk



KS2 2019 Disadvantaged Pupils

Areas with higher number of pupils not achieving the expected standard in reading, writing and maths



Programme to reduce the attainment gap for Disadvantaged Pupils – Early Years

- Early Years Strategy – focus on disadvantage
 - Early years improvement - 97% Ofsted good/outstanding
 - Childcare for low income 2 year olds (90% take up, 1.8m)
 - Early Years Pupil Premium for 3 and 4 year olds(128K)
 - Support for children with English as an additional language and special educational needs and disabilities (DSG/GF)
- **New Early Years Professional Development Programme (DfE)**
- Children's Centres including nurseries (£2m General Fund)
 - Collaboration with midwives and health visitors
 - Universal / targeted groups and home visiting
 - **Raising Early Achievement in Literacy (REAL) – home learning**
- Providing Access to Childcare and Employment Early Years – European funding ending in September (£80k)



Programme to reduce the attainment gap for Disadvantaged Pupils

School Improvement Strategy – Challenge and support

Literacy – Every Child a Reader, extend and continue using High Needs Block (ECAR)

Maths – Promoting Every Child Counts; It All Adds up; Maths Mastery

Attendance – ‘Miss School Miss out’

Leadership and Governance – Training; Support and Challenge

Teaching and Learning – Training; Pupil premium reviews, [Toolkits](#), [using research](#)

[Parental Engagement - Sharing practice; Crew Club](#)

Support for Mental Health; SEND; SEMH, EAL, Youth Employment

Next steps

- Campaign on the low level of early years DSG funding
- Reviewing early years strategy to create a system-wide approach to supporting early language and communication
- Headteachers working in partnership to address through Education Partnership
- Invest in school improvement (that challenges and supports), literacy and numeracy support
- Broaden the agenda so programme includes all Directorates.



Subject:	Education Capital Resources and Capital Investment Programme 2020/2021		
Date of Meeting:	CYPS 2 March 2020 P&R 19 March 2020		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Richard Barker	Tel: 290732
	Email:	richard.barker@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 In order to determine an overall Capital Programme for Brighton & Hove City Council, each service is asked to consider its capital investment requirements, within the level of allocated resources for 2020/21.
- 1.2 The purpose of the report is to inform the Committee of the level of available capital resources allocated to this service for 2020/21 and to recommend a Capital Investment Programme for 2020/21.
- 1.3 To allocate funding available in the Capital Programme under Pupil Places and Condition investment for 2020/21.
- 1.4 To inform the Committee of the level of resources to be devolved directly to schools and dioceses
- 1.5 To inform members of the level of available resources from Section 106 contributions and expenditure for the 2019/20 year.

2. RECOMMENDATIONS:

- 2.1 That the level of available capital resources totalling £8.187 million for investment relating to education buildings financed from capital grant be noted.
- 2.2 That Committee agree the allocation of funding as shown in Appendices 3 and 4 and recommend this to Policy & Resources Committee on 19 March 2020 for inclusion within the Council's Capital Investment Programme 2020/21.
- 2.3 That Committee agree to recommend to Policy & Resources Committee that they grant delegated authority to the Assistant Director of Property & Design to procure the capital maintenance and basic need works and enter into contracts within these budgets, as required, in accordance with Contract Standing Orders in respect of the entire Education Capital Programme.

3. CONTEXT/ BACKGROUND INFORMATION

3.1 The Education Capital Programme forms part of the Council's full Capital Investment Programme which was presented to Budget Policy & Resources Committee on 13 February 2020 and Budget Council on 27 February 2020.

Capital Finance Settlement

3.2 The capital finance settlement from central government includes Basic Need, Capital Maintenance and Devolved Formula Capital for community schools.

3.3 In previous years the capital finance settlement has included Locally Coordinated Voluntary Aided Programme LCVAP funding. This settlement was the equivalent allocation of capital maintenance funding for Voluntary Aided schools whose buildings are owned not by the council but the relevant diocese. The Department for Education (DfE) has now changed this programme and the funding will be allocated directly to the dioceses without a coordination role for Local Authorities. It is therefore no longer included in this report.

3.4 Capital finance for academies and free schools does not form part of the funding allocated to Local Authorities as they have access to the separate Condition Improvement Fund administered by the DfE.

3.5 The table below shows the allocations of capital grant funding announced for 2020/21 only and does not include 2019/20 grant forecast to be re-profiled into 2020/21 including those approvals in the Targeted Budget Management 2019/20 Month 9 report to Policy & Resources Committee on 23 February 2020.

	2020/21 Settlement million
Capital Maintenance Grant	£4.800 *
Basic Need Funding	£2.879
LA Devolved Formula Capital Grant (Passported entirely to schools)	£0.508 *
Sub Total	£8.187 *

** To be confirmed. Estimate based on 2019/20 allocation.*

3.6 In December 2018 the Government announced that they would be using the same allocations methodology for the financial year 2019–20 with some minor updates. The reason was to provide stability for schools while they reviewed their approach for 2020/21 and beyond. At the present time the government has not announced the maintenance funding allocations for the 2020/21 financial year. For the purposes of this report we are working on the assumption that there will be no appreciable difference to the allocation for the 2019/20 financial year and therefore we assume that the settlement amount for condition works for Brighton & Hove will be £4.8 million.

- 3.7 At the present time the government has not announced the Devolved Formula Capital (DFC) allocations for the 2020/21 financial year. For the purposes of this report we are working on the assumption that there will be no appreciable difference to the allocation for the 2019/20 financial year and therefore we assume that the settlement amount for DFC for Brighton & Hove will be £0.508 million.
- 3.8 DFC grants are passed directly to schools and therefore are not available for the Local Authority to spend.
- 3.9 In November 2018 the Government updated their allocation figures for Basic Need capital funding. This included an allocation for the 2020/21 financial year of £2.879 million.
- 3.10 **Appendix 2** shows how the LCVAP funding was allocated last year. This includes some commitments for the 2020/21 year to cover retentions on contract sums.
- 3.11 In addition to the funding from central Government there is a Services to Schools buy back option for the council's strategic property function. This replaced a direct allocation of funding to the Local Authority by the Schools Forum to provide a holistic property function for the benefit of schools including impartial advice and guidance, a quick emergency response to all schools and the arrangement of term maintenance contracts for areas such as gas safety, fixed wire inspections and water temperature monitoring. As well as adding to the funding available to address condition related works across the city's school building portfolio. This was available for the first time in 2017/18 and generated an income of approximately £0.623 million. It is anticipated that this will also generate £0.623 million for the 2020/21 financial year.

	Million
Capital Finance settlement	£7.679
Services to Schools Income	£0.623
Total	£8.302

- 3.12 Additional grant funding may be made available throughout the forthcoming financial year and will be reported separately if necessary.
- 3.12 The level of projected resources must finance all capital payments in 2020/21 including existing approved schemes, new schemes and future year commitments.
- 3.13 Capital slippage arising from the 2019/2020 Capital Programme will be incorporated into the 2020 /2021 programme when the capital accounts are closed in April 2020.

Capital Commitments

- 3.14 An overall summary of expenditure for 2020/21 is attached at **Appendix 3** and a more detailed explanation of each item is shown below.

Condition related works

- 3.15 The capital maintenance funding (£5.423 million) will be used to address the most urgent and important items highlighted by the condition surveys of school buildings as well as a number of programmes to address specific safety and improvement priorities as set out in paragraphs 3.17 – 3.27 below.
- 3.16 A major priority of the Asset Management Plan is to reduce the amount of condition related works required in schools. A rolling programme of works has been prepared which currently shows a backlog of £29.5 million.
- 3.17 It is recommended that £4.800 million from capital maintenance plus £0.623 million from Services to Schools (less the shortfall funding from last year) which totals £5.415 million is allocated to carry out structural maintenance works in the 2020/21 financial year.
- 3.18 A copy of the proposed structural maintenance programme is attached at **Appendix 4** to this report. This shows the estimated total cost of each programme of work (such as roof replacements, mechanical and electrical works etc.) but not the estimates for each individual element. This is because at the present time the amounts are pre-tender estimates and it would not make commercial sense to reveal these prior to going out to tender.
- 3.19 The extent of the work at each school will be determined by the condition survey and detailed investigation and scoping of the problem to be addressed. There will also be discussion with each school on the timing and scope of the works.
- 3.20 The proposed programme is prioritised using the Department for Education (DfE) condition criteria. The highest level of priority is attached to the renewal or replacement of building elements which fall within Grade D (as being in bad condition, being life-expired and/or in serious risk of imminent failure) and within the 'Priority 1' or 'priority 2' definition:
- | | |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | Urgent work, which will prevent immediate closure of premises and/or address an immediate high risk to the health & safety of occupants and/or remedy a serious breach of legislation |
| Priority 2 | Essential work, required within two years, which will prevent serious deterioration of the fabric or services and/or address a medium risk to the health & safety of occupants and/or remedy a less serious breach of legislation. |
- 3.21 By allocating £4.800 million from the Capital Maintenance Grant and the £0.623 million from the services to schools funding we will be able to address all the D1 and a significant number of D2 priority works.
- 3.22 Legislation on both the control of legionella and asbestos in buildings has given rise to the need to carry out works on a rolling programme to school buildings to achieve compliance with the legislation. It is recommended that £0.150 million each be allocated to legionella and asbestos work.

- 3.23 It is recommended that £0.150 million is allocated for works identified by the Fire Risk Assessments that are the responsibility of the Local Authority.
- 3.24 It is recommended that £0.050 million is allocated to carry on with the rolling programme of surveys of school premises; £0.050 million is allocated for advanced design of future projects. In 2019/20 this included the cost of surveying the boundary treatments at schools in relation to safeguarding issues as detailed in the report to the CYP&S Committee in March 2019.
- 3.25 This work is now in the process of being completed following delays in implementation as a result of higher than anticipated quotes for work being received and resourcing issues. Once this survey is completed and the results collated consideration will be given as to what action, if any, the LA should undertake. Under the scheme for financing schools fencing and boundary treatments is a school responsibility. Any work to the fencing and boundary treatments of schools will need to be funded from the capital maintenance money thus reducing the amount of funding available for other urgent priorities.
- 3.26 It is recommended that £0.150 million is allocated for adaptations to schools to accommodate pupils with special mobility or sensory needs.
- 3.27 Issues regarding compliance in relation to ventilation in school kitchens have been raised for a number of years. Inadequate ventilation in a kitchen environment leads to very hot and humid conditions which raise the risk of accidents, hygiene problems and potential poor health of staff. It is recommended that £0.100 million is allocated to address the most urgent priorities.
- 3.28 The above allocations identified in paragraphs 3.16 – 3.27 total £5.618 million which leaves £0.203 million funding to be identified. Owing to favourable tenders received this financial year it will be possible to meet this cost and these will be reported at Outturn. The Education Capital Maintenance Grant for 2020/21 has yet to be confirmed by Government and may be higher than estimated which may also support the shortfall. This will be reported at future TBM reports when confirmed. In the event that an emergency arises during the year it would be possible to use Basic Need funding to address the issue in the current year and to replace the funding in future years.
- 3.29 In 2019/20 we identified 82 individual projects to undertake throughout the year at an estimated cost of £4.773 million (Inc. fees). To date we have undertaken 73 of these (some of this number are still ongoing) and 7 will be undertaken in 2020/21, the budget to meet the cost of this work has been re-profiled within the TBM9 report. We are currently considering the scope of the 2 remaining projects.
- 3.30 As a result of favourable tender returns we have been able to undertake an additional 10 projects during 2019/20 from the priority list of works.
- 3.31 In addition to the Local Authority responsibility for maintenance the schools also retain responsibility and funding for some maintenance items. This funding includes Devolved Formula Capital which the council receives from central government to pass on to schools according to a formula. There is also an element in schools' delegated budgets relating to building maintenance.

Basic Need funding

- 3.32 Basic Need funding is provided to authorities who are experiencing increasing school rolls. The funding is provided to ensure that the Local Authority can meet its statutory obligation to secure a school place for every child that wants one.
- 3.33 The Basic Need allocation for 2020 /2021 is £2.879 million. In addition to this the Council has a further capital resource of £4.717 million. This has arisen from unallocated grant from previous years.
- 3.34 In the capital budget for 2019/20 an allocation of £8.0 million was made from the 2019/20 Basic Need funding to meet the cost of the projects to create the east and west hubs as part of the SEND re-design and £4.0million was allocated for the work required to create the Central Hub. The allocation for the east and west hubs was subsequently increased to £9.4million in a report to PR&G on 18 July 2019.
- 3.35 Work for these two projects commenced on site in the summer of 2019. Both projects have required additional work not envisaged at tender stage and it is now recommended that an additional £0.7 million is allocated to these projects to cover these extra costs.
- 3.36 Work has also commenced on the design and implementation of a new Cullum Centre for Hove Park School. The Cullum Foundation has agreed to provide £1.0 million to part fund this project. However in order to ensure the facility meets the needs of the pupils on both sites it is necessary to augment this with funding from within the council's capital programme.
- 3.37 In March 2017 the government announced the Special Provision Fund allocation to support LAs to make capital investments in provision for pupils with special educational needs and disabilities. At that point we were granted a total of £0.5 million. Since then there have been two further announcements increasing the funding to a total of £0.849 million. This funding has been allocated to the provision of the Cullum Centre.
- 3.38 The design work is just commencing but it is envisaged that the council will need to provide in the order of £1.5 million towards the cost of this project from the Basic Need funding. At the current time it is estimated that the total cost of the Cullum Centre at Hove Park will be £3.3 million with £1.0 million coming from the Cullum Foundation.
- 3.39 As detailed in the report to the CYPS Committee on 13 January 2020 there is a need for further specialist ASC provision in the city. This matter is the subject of a separate report to this committee. It is likely that there will be capital funding implications of any decision and therefore it is recommended that £0.5 million is allocated for this purpose.
- 3.40 At its meeting on 11 October 2018 the Policy Resources & Growth Committee agreed to the methodology and allocation of £16.3 million of capital funding to the City's secondary schools. This included the allocation of £15.0 million of Basic Need funding plus a further £1.3 million of Section 106 funding. The Council

continues to work in conjunction with schools to fully scope the work at each school.

- 3.41 During the design process it has become apparent it is necessary to allocate additional funds to the projects at Hove Park School and Varndean School in order to create the curriculum spaces the schools require to meet the needs of their pupils.
- 3.42 It is recommended that an additional £1.5 million is allocated to these projects to allow them to proceed.

Section 106 funding

- 3.43 To meet planning policy objectives enabling the grant of planning permission it may be necessary for developers to contribute towards infrastructure to support new development. These contributions are commonly known as developer contributions or Section 106 (S106) contributions since they are secured through the planning process as Planning Obligations under Section 106 of the Town and Country Planning Act 1990.
- 3.44 A Planning Obligation may only constitute a reason for granting planning consent for a development where the obligation meets all the government tests in being:
- Necessary to make the development acceptable in planning terms
 - Directly related to the development
 - Fairly and reasonably related in scale and kind to the development
- 3.45 Since 2007 we have sought education contributions for developments of more than 10 new dwellings in areas where there was a pressure on school places. The calculation of a contribution has always been based on the number of pupils the development is likely to generate and the cost of providing this number of places. We do not seek contributions in areas where there are sufficient school places. This is because the request for contributions has to be in accordance with the points in 3.44 above. Seeking contributions in areas where there are sufficient school places would not meet the government tests requirements of the bullet points.
- 3.46 From 2007 until January 2019 we had secured approximately £2.880 million of contributions. Since that date we have secured a further £0.901 million from 8 developments. (**Appendix 5** shows the contributions received between January 2019 and January 2020).
- 3.47 It is important that any monies accrued are used in accordance with planning legislation and policy objectives as further defined in the Developer Contributions Technical Guidance. The decision on how to use the funding is based on knowledge of the school estate in terms of its capacity and condition. This information is gathered via the condition surveys and the yearly updating of the plans for the SCAP return.
- 3.48 £0.318 million of Section 106 funding was used in 2019/2020 to part fund the work to date at Dorothy Stringer and Varndean Schools. The sums for

secondary provision have been allocated to schools based on the location of the development and included in the sums allocated for additional place provision.

Performance

- 3.49 Appendix B to the Corporate Property Strategy and Asset Management Plan details the Property Performance Indicators and Core Data 2018-18. Performance indicators 6a and 6b relate to project time and cost respectively.
- 3.50 The measure for project time is the percentage of projects where the actual contract period is less than 5% above the original contract period. Our project time predictability result of 75% equalled our target but was down on the previous year's result of 82%.
- 3.51 The measure for project cost is the percentage of projects where the final cost is less than 5% above the original contract sum. Our project cost predictability result of 89% exceeded our target of 86% representing the mean average for other authorities from the last published Chartered Institute of Public Finance and Accountancy (CIPFA) bench marking data and was a significant improvement on the previous year's result of 84%.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The only option available would be to not make use of this funding to improve or extend the education property portfolio. This is not recommended as it would limit our ability to maintain, modernise and improve our school buildings property portfolio and to secure sufficient school places.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 There has been no specific consultation regarding the content of this report. When an individual project is developed the necessary consultation is undertaken and reported to the relevant committee.

6. CONCLUSION

- 6.1 The proposed Capital Programme will enable us to continue to ensure that we secure school places in areas of the City where they are required and to improve the condition of our education property portfolio.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The report sets out the allocation of capital resources included in the Capital Investment Programme 2020/21 as approved at Budget Council on 2 February 2020. The capital resources will meet ongoing capital maintenance requirements as well as addressing bulge classes, refurbishments, permanent expansions and to implement outcomes resulting directly from the SEND review. The capital resources include income estimated at £0.623m for 2020/21 that relates to Services to Schools buy back associated with the strategic property function. This income will assist with maintenance spend identified in this report. The

report includes estimated Government grant contributions which are subject to confirmation from the DfE in due course and will be reported in future TBM reports

- 7.2 Developer contributions (Section 106 contributions) received and the spend to date is detailed in Appendix 5. The contributions are required to be spent in accordance with planning legislation and policy objectives. These do not form part of the resources included in Appendix 3.

Finance Officer Consulted: Rob Allen

Date: 10/02/20

Legal Implications:

- 7.3 There are no direct legal implications arising from this report. Particular projects may give rise to specific issues which will be covered by individual reports at future meetings.

Lawyer Consulted: Serena Kynaston

Date: 28.01.2020

Equalities Implications:

- 7.4 There are no equalities implications arising from this programme which would impact disproportionately on any defined groups. New and refurbished buildings will conform with all relevant regulations and be fully accessible.

Sustainability Implications:

- 7.5 There are no direct environmental implications arising from this report. The environmental impacts of individual schemes are reported to Members when the detailed report is submitted to Policy, Resources and Growth Committee for final approval. The detailed planning of projects at educational establishments will take account of the implications of Brighton & Hove's policies in relation to sustainability issues generally.

SUPPORTING DOCUMENTATION

Appendices:

1. Various Implications
2. LCVAP Spend in 2019-20
3. Summary of capital resources and capital investment programme
4. Condition related works 2020-21
5. Section 106 funding 2019-20

Documents in Members' Rooms

1. None

Background Documents

1. None

Crime & Disorder Implications:

- 1.1 The detailed planning of projects will take account of security issues

Risk and Opportunity Management Implications:

- 1.2 There are no risk issues in terms of resources or risks to children as a result of this proposal

Public Health Implications:

- 1.3 There are no public health implications arising from this report

Corporate / Citywide Implications:

- 1.4 The Capital Maintenance Grant identified in this report is evidence of the government's continuing support for the Council's work as a Local Education Authority. The Basic Need Funding is indicative that the DfE understands the issues of primary and secondary places we face in the city.

LCVAP 2019/20 Programme

Allocation £981,962

<u>Establishment</u>	<u>Project Description</u>	LCVAP Allocation 2019/20	LCVAP Allocation 2020/21
Various Schools	Retention payments from 2018/19 Schemes	£ 26,288.26	
St John the Baptist RC School	Playground extension	£ 64,469.71	£ 1,425.30
St Mary Magdalen Catholic Primary School	Replacement heating, hot and cold water services	£ 98,960.37	£ 2,602.45
Cottesmore St Mary's Catholic Primary School	Structural repairs (Ph 2)	£ 65,182.50	£ 1,671.35
Cardinal Newman Catholic School	Structural repairs	£ 201,825.00	£ 5,175.00
St Joseph's RC Primary School	Replacement of boilers, associated plant and controls	£ 85,586.19	£ 2,194.52
St Bartholomew's CofE Primary School	Phase 3 - Extension and internal alterations	£ 42,750.00	£ 2,250.00
St Paul's CofE Primary School and Nursery	Replacement boiler - oil to gas Ph 1	£ 26,325.00	£ 675.00
St Martin's CofE Primary School	Library extension	£ 190,687.50	£ 4,500.00
St Margaret's CE Primary School	Heating replacement	£ 179,887.50	£ 4,612.50
		<hr/> <hr/> £ 981,962.04	<hr/> <hr/> £ 25,106.12

	CAPITAL EXPENDITURE	
	2019/20	2020/21
CAPITAL MAINTENANCE		
2019/20	£4,870,284	
2020/21 (to be confirmed)		£4,800,000
School contributions (Para 3.11)	£623,000	£623,000
Unallocated from previous years	£71,787	-£7,929
Total	£5,565,071	£5,415,071
Asbestos (Para 3.22)	£150,000	£150,000
Legionella (Pare 3.22)	£150,000	£150,000
Fire Risk Assessments (Para 3.23)	£150,000	£150,000
Ventilation in Kitchens (para 3.27)	£100,000	£100,000
Condition works proposed by committee in March (Para 3.17)	£4,773,000	£4,818,550
Advanced design on future schemes (Para 3.24)	£50,000	£50,000
Surveys (condition gas etc.) (Para 3.24)	£50,000	£50,000
Individual Pupil needs (Para 3.26)	£150,000	£150,000
	£5,573,000	£5,618,550
Unallocated / - shortfall		-£203,479
BASIC NEED		
2019/20	£0	
2020/21 (para 3.33)		£2,878,716
Unallocated from previous years (para 3.33)	£10,101,697	£4,717,201
SEND Capital (Para 3.37)	£515,504	
carried forward from previous years	£23,500,000	
Total	£34,117,201	£7,595,917
Additional secondary provision (para 3.40)	£15,000,000	
Costs arising from projects undertaken by third parties	£1,000,000	
To implement outcomes from the SEND review (Para 3.34)	£13,400,000	
Total previous commitments	£29,400,000	
Additional costs arising from the east and West Hub projects (para 3.35)		£700,000
Costs for the Cullum Centre at Hove Park School (para 3.38)		£1,500,000
Cost allowance for additional ASC special facility (para 3.39)		£500,000
Additional costs arising from secondary projects(Para 3.42)		£1,500,000
Total New Commitments		£4,200,000
Amount to carry forward to 2021/22		£3,395,917

Appendix 4

School	Proposed works	Priority
GENERAL		
Balfour Primary	Wall tie replacement	D2
Brackenbury Primary	Replace structural glazing in hall	D2
Carlton Hill Primary	Replace cladding to East & West Elevations	D2
Cherry Trees Nursery (Hollingdean)	Replacement external play equipment	D1
Downs Infant	Repointing, replacement of wall ties and cladding	D2
Downs Junior	Treat corroded joists in lobby	D2
Downs Junior	Masonry repairs	D2
Elm Grove Primary	Replacement of structural glazing to Hall	D2
Hangleton Primary (and Former youth office)	Repointing/wall tie replacement	D2
Hove Junior	Holland Road - final phase repointing	D2
Longhill School	Replace structural glazing/double doors rear of Block 4	D2
Queens Park Primary	Brickwork Repairs	D2
Roundabout Nursery	Rebuild retaining wall and timber repairs to play equipment	D2
Roundabout Nursery	Replace doors and velux windows	D2
Roundabout Nursery	Refurbishment of nursery toilet area	D2
Royal Spa Nursery	Masonry repairs to portico and cladding repairs to main building	D2
Stanford Junior	Repairs to rotten timber joists	D2
St Luke's Primary	Masonry repairs & repointing to the Junior hall	D2
St Luke's Primary	Damp proof wall in Giraffe classroom	D2
St Luke's Primary	Rebuild steps to dining room and structural repairs to adjacent retaining wall	D2
St Luke's Primary	Investigation & development of new service riser routes	D2
GENERAL TOTAL		£667,000
ROOFING		
Benfield Primary	Replacement of flat roofing (West)	D2
Bevendean Primary	Replacement of flat roof to Library corridor 0/063	D2
Coldean Primary	Recover flat roofs above a classroom and Reception	D2
Coombe Road Primary	Flat roof replacement to garden corridor & above Junior boys toilets	D2
Hertford Infant	Replace flat felt roof above, kitchen toilets & Blackbird's classroom	D2
Hill Park	Replace single storey flat adjacent to hall Lower site	D2
Homewood College	Replace flat roof to Hall	D2
Hove Junior (School Road)	Replacement of pitched roofing	D2
Longhill School	Replacement of roofing over dance studio (Second phase)	D2
West Hove Infant (School Road)	Replacement of pitched roofing	D2
Westdene Primary	Replacement of flat roof	D2
Woodingdean Primary	Replace small flat roofs to medical and reprographic rooms	D2
ROOFING TOTAL		£1,007,000
MECHANICAL		
Connected Hub (PRU)	Replacement of heating distribution pipework	D2
Downs View School	Replacement of boilers and associated boiler plant and controls in Pool Plant Room	D2
Fairlight Primary	Replacement of boilers and associated plant	D2
Hove Park Lower	Replacement of boilers, associated plant & controls to Block 2 (extension building)	D2
Hove Park Upper	Replacement of hot and cold water services, including conversion to mains water	D1
Mile Oak Primary	Replacement of heating to mobile classrooms	D2
Moulsecoomb Primary	Replacement of fan coil units in Hall	D2
3 Varndean Cottages	Replace heating	D1
MECHANICAL TOTAL		£753,500
ELECTRICAL		
Coombe Road Primary	Damp-proof rewire 4No Sockets & RCD Protect in 0/046, lighting and ceiling replacement	D1
Fairlight Primary	Replacement of electrical services and lighting (phase 2)	D2
Hove Park Upper	Replacement of electrical services, including lighting and replacement of asbestos containing ceilings	D2
Middle Street Primary	Replacement electrical services (phase 2) in Classrooms & Activity Areas 1/001;1/002;1/006;1/007	D2
Middle Street Primary	Replacement electrical services (phase 3) in Classrooms & Activity Areas 1/011; 1/012; 1/012A; 1/013	D2
Mile Oak Primary	Replacement of lighting wiring and removal of asbestos containing ceilings	D2
Stanford Junior	Replacement lighting and electrical services to upper gym hall	D2
ELECTRICAL TOTAL		£311,000
TOILETS		
Blatchington Mill	Toilet refurbishment to boys and girls changing rooms adjacent to theatre	D2
Brunswick Primary	Toilet refurbishment to boys and girls ground floor (former infant site)	D2
Carlton Hill Primary	Refurbish reception boy and girl's toilets 0/010, 0/011and girls 1/105 (including asbestos removal)	D2
Elm Grove Primary	Replacement of girls & boys toilets on first floor	D2
Goldstone Primary	Refurbishment of Boys & Girls toilets 0/030 & 0/032	D2
Hove Park Lower	Refurbishment of Student Services toilets	D2

Appendix 4

Hove Park Upper	Refurbishment of boys toilet (block 1 opposite hall)	D2
Moulsecroomb Primary	Ground Floor Junior Boys toilets	D2
Peter Gladwin Primary	Refurbishment of Boys KS1 toilets	D2
Rudyard Kipling Primary	Refurbishment of Boys KS1 toilets	D2
Saltdean Primary	Refurbish boys & girls toilets Ph 1	D2
St Georges House	Refurbish student toilets	D2
St Luke's Primary	Refurbish lower ground floor toilets (including damp proofing)	D2
St Luke's Primary	Refurbish lower ground floor girls toilets (including damp proofing)	D2
West Hove Infant (School Road)	Toilet refurbishment - final phase	D2
Surrenden Pool	Boys changing room & toilet refurbishment	D2

TOILET TOTAL £1,315,000

DRAINAGE

Bevendean Primary	Drainage repairs and replacement of soakaway	D2
Blatchington Mill	Resurface car park including new base course and soakaways & drainage repairs. Resurface path along South elevation	D2
Brunswick Primary	Resurface path adjacent to playground and outside learning area	D2
Coldean Primary	Drainage to Infant playground	D2
Hertford Junior School	Resurface playground	D2
Queens Park Primary	Replace courtyard paving with tarmac	D2
Westdene Primary	Resurface paths and area adjacent to kitchen/boiler room	D2
West Hove Infant (School Road)	Resurfacing of rear access road	D2

DRAINAGE/RESURFACING TOTAL £327,000

D1 total Excl fees £177,500

D2 total Excl fees £4,203,000

TOTAL Excl fees £4,380,500

Fees @10% £438,050

TOTAL INCLUDING FEES £4,818,550

REF XPPB Classification	RECEIPT OF SECTION 106 CONTRIBUTIONS TO EDUCATION	date received	Sums received	Spent to date
369	land at Overdown Rise and Mile Oak Road Portslade Education (50%) 2017/02410 signed 10/10/17 yr 17/18	20/09/2019	£ 344,765.87	
373	Preston Barracks, Mithras House, Watts Building Lewes Road Brighton 2017/00492 signed 22/12/17 yr 17/18	28/02/2019	£ 85,215.99	
387	former Downsman PH Hangleton Way Hove Education Contribution 2017/00662 signed 9/2/18 yr 18/19	29/01/2019	£ 44,077.29	
393	land at Buckley Close, Hove Education Contribution 2018/03600 signed 2/5/19 yr 19/20	25/05/2018	£ 10,117.00	
396	87 Preston Road Brighton (former City College) Education Contribution 2017/01083 signed 14/11/17 yr 17/18	30/08/2019	£ 55,351.60	
397	Westerman Complex, School Road Hove Education Contribution 2016/02535 signed 1/8/2018 yr 18/19	11/10/2019	£ 216,079.18	
401	former Lansdowne Hotel, Lansdown Place Hove 2014/00093 signed 23/3/16 and Appeal Decision 28/10/16 yr 15/16	29/10/2019	£ 67,692.87	
402	land at Kings House, Grand Avenue Hove Education (50%) 2018/00868 signed 5/4/19 yr 19/20	21/11/2019	£ 77,308.51	

Year total	£	900,608.31	£	-
Previous years		£2,880,979.45		-£1,243,300.07
Overall total		£3,781,587.76		-£1,243,300.07

Subject:	Mental Health Support Team update report: Schools Wellbeing Service		
Date of Meeting:	Monday 2nd March 2020		
Report of:	Executive Director for Families, Children & Learning		
Contact Officer:	Mohammed Bham		
	Name:	Linsey McGill	Tel: 01273 292808
		Sarah Colombo	
		Emma Gennard	
	Email:	Mohammed.Bham@brighton-hove.gov.uk	
		emma.gennard@nhs.net	
Ward(s) affected:	(All Wards);		

FOR GENERAL RELEASE/ NOT FOR PUBLICATION**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The purpose of this report is to update the committee on the progress with establishing the Mental Health Support Team in Schools.

2. RECOMMENDATIONS:

- 2.1 That the Committee note the progress with the implementation of the Mental Health Support Team in primary schools in Brighton and Hove.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Brighton & Hove Inclusion Support Service: Schools Wellbeing Service (BHISS SWS) was established in 2017 with funding from Brighton & Hove City Council's Families Children & Learning Directorate (FCL), Public Health (PH) and Brighton & Hove's Clinical Commissioning Group (CCG)
- 3.2 The BHISS SWS works as part of a system of support for children and young people in Brighton and Hove; this includes Specialist Child & Adolescent Mental Health Services (CAMHS) and Community Wellbeing Service (CWS).
- 3.3 BHISS SWS has 10 FTE Primary Mental Health Workers (PMHWs) embedded within all Secondary Schools and Colleges and linked to Primary Schools, providing mild to moderate mental health interventions (1:1 and groups) as well as Whole School Approaches for pupils, staff and parents/carers.
- 3.4 A Sussex wide review of mental health and wellbeing services has recently taken place. This has been coordinated by the Sussex CCGs and undertaken in partnership with the three Local Authorities and with local providers. The review

is independently chaired and has taken a collective look at demand, capacity, outcomes and experiences of children's mental health services and wellbeing support across Sussex. The final report will shortly be available and will be presented at the Health and Wellbeing Board and the Children, Young People and Skills Committee.

Emotional Mental Health & Well-being (EMHWB) partnership with schools

- 3.5 Public Health Schools Programme, Personal Social Health Education (PSHE) Service and Brighton & Hove Inclusion Support Service (BHISS): Educational Psychologists, Specialist Teachers & Practitioners for Social Emotional Mental Health and Primary Mental Health Workers (BHISS SWS) all work together with schools, families and children and young people to deliver a comprehensive Social Emotional and Mental Health offer to ensure school staff can access training and support to respond to the needs of children and young people's social emotional and mental health (SEMH) needs.
- 3.6 There is a comprehensive menu of training available to schools teams that equip them to respond directly to poor mental health and low self-esteem. This includes: Mental Health First Aid, Attachment Aware and Emotion Coaching, Self-Harm including suicidal ideation, bereavement support and trauma informed practice.
- 3.7 In September 2018 the FCL Directorate published the city-wide 'Developing an Attachment Aware Behaviour Regulation Policy Guidance' for our schools. https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf
- 3.8 To specifically address the emotional mental health and well-being needs of our children & young people and their families through our schools, BHISS SWS are able to provide specialist support for the following types of issues:
 - anxiety
 - conduct behaviour
 - life event
 - bereavement
 - depression / low mood
 - self-harm
 - suicidal ideation
 - Autism Spectrum Condition (ASC)
 - Attention Deficit Hyperactivity Disorder (ADHD)

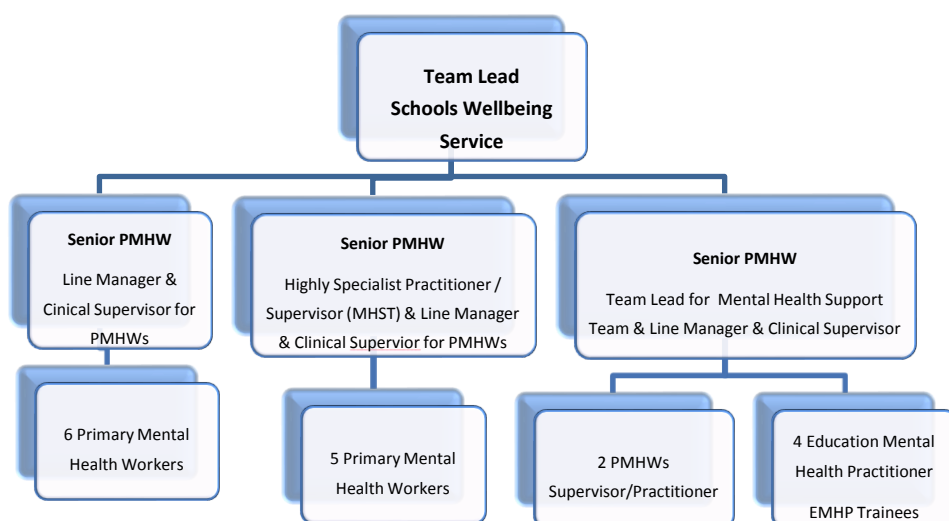
- 3.9 BHISS SWS adopts a 50:50 delivery model to divide their time between direct evidence-based interventions for individual and small groups of young people and systemic whole-school/college work to improve staff resilience and deliver training and workshops for staff and parents/carers.
- 3.10 The systemic work includes:
- school-based triage
 - staff reflective space
 - staff consultation
 - staff training / workshops
 - parent consultation
 - parent training / workshops
 - assemblies / year group work
- 3.11 With additional Council funding received in 2018 support was extended to Post 16 education provisions (6th form and FE Colleges) in Brighton & Hove City. Each school based 6th form has an increased allocation of half day a week additional PMHW time. Each stand-alone 6th form college has an allocated one and a half days per week PMHW time plus half day per week Educational Psychologist (EP) time.
- 3.12 All colleges have worked with their PMHW and EP to identify key and current needs of staff and students. PMHWs are offering a menu of staff consultation, training, reflective practice and student group work.
- 3.13 BHISS SWS carefully monitor and utilise joint funding from the Council (FCL and PH) and CCG to provide a consistent offer across all our local primary schools. Primary schools are allocated 3 days per year (half-day per half term) and are utilising their PMHW allocated time well and employing a mix of staff consultation, reflective practice, parent consultation and training. There is also some direct work with primary-aged children and their families. Schools prefer to work individually with their link PMHW and are also encouraged to collaborate across their partnerships with staff training.
- 3.14 We are also working with primary school SENCO cluster groups to reflect on provision to ensure this meets the changing needs of our communities. There is a variety of other provision in schools which has been individually provided by a school through direct employment of staff or commissioned from local providers to deliver counselling or other therapeutic support for children or supervision and support for staff. BHISS SWS is also developing a city-wide offer in collaboration with other local partners to improve our prevention and early intervention offer.
- 3.15 In response to community needs, we are establishing stronger links and focused activities with Family Practitioners in FCL. BHISS SWS have also been developing our offer during school holiday periods of two weeks or more to have PMHW provision to include a telephone consultation line for parents/carers. This does not replace current provision of the Specialist CAMHS duty line.

- 3.16 Central to the work across schools is participation. Increasing numbers of schools are developing Mental Health Champions who provide a wide range of support to challenge stigma and support peers to be confident to access services. These secondary school young people are also linked with primary feeder schools to support transition.
- 3.17 There is growing evidence that directs emotional health and wellbeing improvement to consider the wider determinants of health. Schools have also begun to link children and young people who present with low level emotional health issues to sports and physical activities available within the school and communities.
- 3.18 In primary schools there is a trial of the use of theatre productions that provide children, staff and parents with increased understanding and a joint language to talk about parental depression. This has also been linked with Healthy Choice award that links physical activity and breakfast clubs. There are pathways being developed from universal and targeted health messaging in school and specialist support attached to healthy weight offer.
- 3.19 School Nursing services provide direct on-site health drop-ins and a texting service, CHATHEALTH. This service is seeing links developed with the texting response and school nursing service being able to provide one-to-one support.

Mental Health Support Team: Wave 1

- 3.20 Brighton and Hove is implementing a Mental Health Support Team as part of Wave 1 of the national model. This additional team will enhance the current support for schools, in particular the support available for primary schools as well as pupils who are not attending school and those who are vulnerable.
- 3.21 Implementing a MHST is enabling the BHISS SWS to address gaps identified:
- a) Insufficient mental health and emotional wellbeing resource and support in primary schools, so not providing a universal offer;
 - b) Insufficient capacity within the service to provide assessment and treatment within people's home, especially for those pupils on roll and not attending school, so providing a flexible offer; and
 - c) Being able to address specific needs to more vulnerable pupils such as Black and Minority Ethnic, Lesbian Gay Bisexual Transgender Queer or Questioning and deprivation.
- 3.22 The MHST is established as a second team within the BHISS School Wellbeing Service. This consists of four Education Mental Health Practitioner trainees employed by FCL and training at the University of Sussex. Training will be completed in October 2020.

- 3.23 MHST also includes four supervisors (PMHWs); one highly specialist therapist (Senior PMHW); and a MHST Team Lead (Senior PMHW). All staff have been appointed from within BHISS SWS staffing. This has created progression and professional development opportunities through training to be supervisors with the University of Sussex. An additional PMHW has been appointed for the MHST and two PMHWs for SWS to backfill. In order to fulfil all reporting requirements a part time team administrator has been appointed and there is support from a data analyst. The whole team has been operational from January 2020.
- 3.24 Clinical Supervision is provided for EMHPs through the University of Sussex and PMHW Supervisors; Senior PMHWs provide clinical supervision for PMHWs and Specialist CAMHS practitioners provide clinical supervision for Senior PMHWs.
- 3.25 See *BHISS SWS & MHST structure chart* below for the line management provided across the two teams.



- 3.26 The focus of the MHST is on schools in areas of deprivation, learning from schools that are modelling good practice, improving persistent school non-attendance, reducing exclusion and a focus on ‘Hidden Children’.
- 3.27 The partnerships involved in the MHST include: The Brighton City Partnership for Education’ & ‘Deans Partnership, The Central Hub (Social, Emotional and Mental Health Special School and PRU) and St. Luke’s Primary School.
- 3.28 Appropriate and timely responses for our service users: *‘right place – first time’* is fundamental to our work. The expected outcomes and benefits are:
- A reduction in referrals to Specialist CAMHS (earlier intervention; improving outcomes);
 - An integrated triage with shared risk management, decision-making tools and pathways across a Thrive-informed system;
 - An increase in direct interventions in education environments (from 1,000 interventions to 1,200 in 2019/20 and 1,500 in 2020/21); and
 - An increase in direct work with vulnerable pupils allowing interventions to take place outside education settings.

- 3.29 The implementation of the MHST is progressing in line with the agreed delivery programme. All schools within the clusters identified are engaged within the MHST programme at different levels.
- 3.30 The 10 schools self-identified as having capacity to support a trainee EMHP are as follows:
- City Whitehawk Academy
 - Elm Grove Primary
 - Fairlight Primary
 - Hertford Infant
 - Hertford Junior
 - Middle Street Primary
 - Patcham Junior
 - St Luke's CE Primary
 - St Marks CE Primary
 - St Mary Magdalen RC Primary
- 3.31 Each school has one day of direct intervention time from an EMHP and one with a PMHW directly linked to the MHST. The work of the MHST will roll out to impact the whole cluster in which the school belongs.
- 3.32 All schools from the initial schools identified attended a MHST Launch Event. This was followed up by visits to cluster meetings by the Team Lead to further explain the requirements and the offer. The primary schools listed above self-selected because they fulfilled requirements of and reported they were able to accommodate a Trainee EMHP, through the provision of a room and available time.
- 3.33 As a result of self-selection in meeting the requirements, we have a range of schools with mixed intakes including disadvantaged, EAL (English as an Additional Language) and SEND (Special Educational Needs & Disability). Reaching disadvantaged, EAL and SEND young people and families is a focus for MHST and we are in a fortunate position of being able to offer additional training through Brighton & Hove Inclusion Support Service (BHISS) around differentiation and accessibility, which will mean EMHP Trainees will have additional skills and a greater confidence when delivering interventions.
- 3.34 As we have only recently commenced delivery in January 2020 we do not have the data to provide information about how MHST links to disadvantaged groups through the cohort receiving the MHST service.
- 3.35 We are also looking to provide more cross-agency working to strengthen our work with the young people, i.e. through Family Support and Ethnic Minority Achievement Service (EMAS).
- 3.36 The 2 Secondary schools included to receive MHST involvement for specific work are:
- Patcham High School
 - Brighton Aldridge Community Academy
- 3.37 We are also planning enhanced support at the SEMH Hub through an additional Primary Mental Health Worker within the Mental Health Support Team.

- 3.38 To provide greater flexibility to adapt services to the changing needs of our population, we have adopted a blended model between SWS and MHST and this has enabled for a greater sharing of skills and allowed for a more versatile offer to schools and families.
- 3.39 Links with the Department for Education (DfE) provides structure for measuring impact on both a local and national level. This promotes a whole system approach across Education, Health & Social Care. DfE is working with us to ensure a national approach to delivering mental health services within schools and colleges; which is a huge step towards advancing mental health equality for children, young people, and their families and carers.

4. **COMMUNITY ENGAGEMENT & CONSULTATION**

- 4.1 We continue engagement with all schools to promote mental health awareness with Headteacher/Principal and Special Educational Needs Co-ordinator (SENCo) Meetings. MHST schools receive individual communications about the arrangements and the offer for their schools.
- 4.2 Engagement with wider stakeholders continues to embed the model as Schools Wellbeing Service fits within a wider children and young people’s mental health system.

6. **CONCLUSION**

- 6.1 That the Committee note the update on the Schools Wellbeing Service and the Mental Health Support Team developments.

7. **FINANCIAL & OTHER IMPLICATIONS:**

Financial Implications:

- 7.1 Brighton and Hove CCG, Families, Children and Learning Directorate and Public Health within the Local Authority jointly fund the Schools Wellbeing Service. The Trailblazer will provide additional funding to the Service. The table below outlines the financial arrangements.

B&H Schools Wellbeing Service & Trailblazer Finances				
Year	2019/20	2020/21	2021/22	2022/23
B&H CCG	212,000	212,000	212,000	212,000
BHCC FCL & Public Health	358,000	358,000	358,000	358,000
Health Education England	90,546	67,626	-	-
Trailblazer funding via CCG*	138,014	303,084	357,000	357,000
Total	798,560	940,710	927,000	927,000

*Includes £20k non-recurrent project support in 19/20.

- 7.2 Both the CCG and the Local Authority understand that ongoing funding for this (from September 2020) will be the responsibility of local commissioners. The

CCG has agreed to fund this from September 2020. If a further MHST was implemented in August/ September 2020; further funding would have to be found from September 2021.

Finance Officer Consulted: Steve Williams

Date: 22.01.2020

Legal Implications:

There are no legal implications arising from this report.

Lawyer Consulted: Serena Kynaston

Date: 22.01.2020

Equalities Implications:

- 7.3 This development will provide an enhanced offer; therefore children and young people, families and children's workforce will receive an increase in service access and delivery.

Sustainability Implications:

- 7.4 This development is funded through the NHS Health Education England and will be funded and commissioned locally through the Clinical Commissioning Group and delivered through Families Children & Learning Directorate's Schools Wellbeing Service (SWS) in Brighton & Hove Inclusion Support Service (BHISS).

Any Other Significant Implications:

- 7.5 None known at this time.